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ABSTRACT

Two influences that are held to produce a lack of academic motivation in mixed minority group children are identified. (1) Minority students frequently come from families that, for a variety of reasons, do not encourage academic excellence; (2) the New Rochelle school program does not compensate for this lack by offering replacement encouragement to uplift the students' self-concept and offset the debilitating effects of a motivation-less out-of-school environment. This practicum is stated to have been designed to modify these influences. It addresses itself to the development and implementation of a three-year family involvement program that would enable parents and students to make future choices based on more adequate information and decision-making skills and provide a framework in which parents would learn improved strategies for increased interaction between the child and parents related to educational choice, thereby promoting and broadening the aspirational level of black and Italian junior high school students toward future career choices. One of the significant outcomes of this project is stated to be that it was possible to enable students to achieve self-discovery while giving them a start towards self-direction. This practicum is now a full program at a junior high school.
(Author/AM)

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PROJECT REACH

Reaffirming Each Student's Right to Pursue Academic
Challenge and Higher Educational Goals

by

La Ruth Hackney Gray

Submitted in partial fulfillment of the requirement
for
The Degree of Doctor of Education

New Rochelle Cluster
Dr. Robert R. Spillane, Coordinator

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ABSTRACT

An alarmingly high percentage of those students in the New Rochelle's secondary schools from Black and Italian families, who, combined, constitute the majority of the total population, do not choose programs of study designed to prepare them for college or the higher technical fields of employment. This lack of academic motivation produces a situation in which a disproportionately high rate of dropping out, and a disproportionately low level of academic achievement characterize this mixed minority population.

Two influences were identified as producing this unfortunate effect:

1. Minority students frequently come from families that, for a variety of reasons, do not encourage academic excellence;
2. The New Rochelle school program did not compensate for this lack by offering replacement encouragement that would uplift the student's self-concept and offset the debilitating effects of a motivation - less out-of-school environment.

This Practicum was designed to modify those influences. Its purpose was to design and implement a program that would bring secondary school staff and the parents of minority children into closer, continuous contact in such a way that each would come to understand the necessity for their cooperative involvement in the process of educating these students.

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During the implementation of this Practicum, this author moved from one administrative position to another in her career and maintained the full time family job. There are a number of people who made it possible for me to complete the design and implementation of this Practicum.

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FOREWORD

With the advent of ESEA, NDEA and other federal and private funding in the late fifties, educators turned their attention more and more towards the "raising of achievement levels for the disadvantaged, the undermotivated, the underachieving, the culturally deprived, and the educationally disadvantaged."

Review of the literature shows that the major focus of the sixties was on educational programs that, a) investigated the effect of lower socioeconomic existence on learning readiness and b) provided remedial and cultural enrichment programs directed at replacing lower socioeconomic motivation and behavior with middle-class motivation and behavior.

This was not enough! Research shows that programs such as Head Start have not yet been potent enough to significantly and permanently alter self-concepts. Research further shows that healthy self-acceptance is contingent upon adequate self-concept, which is influenced by "significant others," (parents, (most important) teachers, peers).

This Practicum addresses itself to the development and implementation of a "Three Year Family Involvement Program" that would enable parents and students to make future choices based on more adequate information and decision-making skills; provide a framework in which parents would learn improved strategies for increased interaction between the child and parent related to educational choice, thereby promoting and broadening the aspirational level of Black and Italian junior high school students toward future career choices.

Recognizing that a three year project could be successful only if all parties concerned were involved in the ongoing process of evaluating and determining both short term and long range objectives, the author chose to concentrate on certain behaviors of parent and students, only after initiating the program. Specific objectives for the first year of the program were as follows:

1. Establish a Project Staff that will take responsibility for ongoing implementation and follow-through of the Project over a three year period.

- a) The Project Staff will be made up of the key decision makers and practitioners within Isaac E. Young Jr. High School. The staff will include School Principal, School Psychologist, Key Guidance Counselor, five classroom teachers and this author.

- b) This author will coordinate all aspects of the practicum effort.

2. District-wide support will be provided to the project.

- a) The Assistant Superintendent for Instruction will provide time for staff meetings and monies for supplies. The Assistant Superintendent will be available for consultation.

- b) The Assistant Superintendent for Pupil Personnel Services will provide direction and support of the Pupil Personnel staff necessary to deliver services to teachers, students and parents.

3. Families of the selected students will be provided with informational and personal counseling.

- a) Informational counseling will be provided in individual and group meetings. These meetings will be conducted by the Project Staff:

Principal - Informational meeting on I.E.Y. Jr. H.S.
and New Rochelle High School.

Teachers - Informational meeting on curriculum.

Counselor - Informational meeting on career and educational
choice.

Psychologist- Personal counseling.

b) Parent Effectiveness Training will be provided by the District
Ombudsman, a person trained as a Human Relations Specialist. These
sessions will consist of communication skills, self-concept and problem-
solving.

4. Students will participate in Decision-making Skills Workshop.
These workshops will be conducted by the Guidance Staff.

5. The staff will direct their efforts towards creating more
positive school attitudes in the target students. These efforts will
include a "Don" concept, and school-teacher-student interaction within
the project.

Because of the extrinsic and intrinsic variables, Black and Italian
students at the Isaac E. Young Jr. High School have been faced with a
narrow view and limited alternatives related to future education. This
Practicum, through a multi-approach including -

1. Increasing the awareness of parents as to the factors
influencing their children encompassing themselves and peers;
2. Personal and informational counseling intervention;

will attempt to provide students and parents with the increased ability
to view and judge increased educational alternatives. In addition, this
Practicum will provide the direction and motivation to the staff at the

Isaac E. Young Jr. High School in order to create a sense of their ownership of both the problem and the solution. It is this staff involvement that will insure the continuation of these efforts for the target population students.

At the end of the school year in June, the Project Staff met with a representative group of parents and students to determine goals for the '75-'76 school year. These goals are reflected in the summary of this report. The staff is meeting prior to the beginning of the school year to translate those generic objectives into specific objectives for specific outcome.

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CHAPTER 1

INTRODUCTION

Background

In the decade following Sputnik (1957) quality in education was interpreted as meaning an excellent preparation for collegiate study for students who clearly demonstrated academic promise in the early grades.

Increasing attention was given to academic discipline and curriculum reform movements were vastly accelerated. SMSG, PSXC, PSCS, focused their efforts on the precollegiate programs thereby embracing the college bound student.

However, the largest proportion of our American youth were unable to gain entry into the higher ranks of academic or the highly technical fields.

Socioeconomic, ethnic and geographic discrimination continued to present subtle yet systematic impediment to a vast majority of students who, after high school, became non-college bound; when many of these students did "opt" for college through the open enrollment policies of major urban college centers, they found tremendous difficulty in coping with the expected competencies.

These barriers were scarcely voiced in the early period of curriculum reform. As the late sixties and early seventies dawned, it became patently clear that American education was faced with a problem of alarming proportions. How could this system of modern education fail to recognize the needs of the other 50% of the

population?

More recently, noted social scientists: Moynihan, Jencks, Jensen, et al provided a stage for dialogue which set a new assault on equality of education.

¹
James S. Coleman, a sociologist, in his pathbreaking study, found that (1) throughout the school years, family background was the most important factor in determining pupil achievement, (2) the impact on achievement from things schools controlled was barely significant, and (3) that in school the nature of the student body was more important in affecting achievement than anything the schools did.

²
Arthur R. Jensen, an educational psychologist, found that 80 percent of IQ is genetically determined and that, therefore, most of the difference in IQ's between Blacks and non-Blacks is a matter of inherited genes. He argues, further, that this means that schools cannot succeed in bringing achievement levels of Black students up to those of non-Blacks. His findings were met with a storm of controversy.

³
Christopher Jencks, a sociologist, looked at incomes and occupations in relation to school and family background characteristics (inputs). He found that the quality of schooling and the nature of family backgrounds have a very limited effect on one's future income. Luck plays the most important role of all. The implications drawn are

¹
James S. Coleman et al., Equality of Educational Opportunity (Washington Government Printing Office, 1966).

²
Arthur R. Jensen, "How Much Can We Boost I.Q. and Scholastic Achievement?" Harvard Educational Review, Winter 1969, pp 1-123.

³
Christopher Jencks et al., Inequality: A Reassessment of the Effect of Family and Schooling in America, (New York: Basic Books, 1972).

that schools don't make a difference in one's future occupation or income, though some schools may be more pleasant places to be in than others.

As educators looked for answers through flexible scheduling arrangements, regenerated individualized instructional programs, computer assisted programs, change in organizational formats, et al, subtle questions of WHO CAN BE EDUCATED? FOR WHAT? continued to plague the educational communities.

The Seventies brought a new burst of energy to CAREER EDUCATION. The question remained - WHO CAN BE EDUCATED? FOR WHAT?

In The Disadvantaged: Challenge to Education, Mario Fantini and Gerald Weinstein recommend that schools, urban, suburban and rural, orient the educational process toward the preparation of the individual for four careers - work career, parental career, citizen career and a career in self-development.⁴ The first three involve preparing the individual to function in specific social positions; hence each of these purpose statements would be categorized as an individual-in-society purpose. A "career in self-development" means developing the individual so that he can fulfill his personal and individual needs. Fantini and Weinstein point out that this career differs from the other three in that here the school is educating the individual to fill his own needs, whereas the other careers are concerned primarily with society's needs. The orientation is toward the individual as a unique person; hence preparing the individual for a lifetime career of self-development is an individualistic purpose.

⁴

Mario D. Fantini and Gerald Weinstein, The Disadvantaged: Challenge to Education, New York: Harper & Row, 1968, pp 426-39.

Fantini and Weinstein believe that adopting these purposes would enable the school to adapt to an extremely important condition; namely, the great individual and cultural diversity in our population. First, these purposes would enable the school to accommodate differences in interests, abilities, and backgrounds. Second, by developing this great diversity in talent and interest, they would permit the school to contribute to both the social good and individual fulfillment.

Schooling is one of the primary means of socialization in everyday society. Education provides a powerful and liberating force for every man. Therefore, every man must be educated and there is no known reason to set a lower estimate.

"Peter Pupil, the raw material of the educational 'production process,' enters the public school system with a certain set of socio-economic inputs or characteristics; for example, family income and background, race, sex, IQ, residential move, test scores....."⁵

The main job of a school system is to transform "Peter Pupil" into a mobilized, achieving individual who recognizes his worth, achieves at his highest level of potential and aspirations.

What direction then, does a school system take given the inescapable conclusion of major research that the larger determinants affecting achievement have been repeatedly isolated as the structure status and values of family, neighborhood or environmental influences (particularly peer acceptance), and the measure or degree of self-concept. The first

5

"Which School Resources Help Learning: Efficiency and Equity in Philadelphia Public Schools." Business Review, Philadelphia: Federal Reserve Bank of Philadelphia, 1965.

two factors are usually included in the concept of SES. Most studies suggest that the family exercises the greatest effect on the development and maintenance of the self-concept.

Thus, the student possesses a set of qualities, experience and expectations through which the influence of the school experience must filter.

Though SES factors are not within the immediate control of school administration and teachers; though long-term family relationships are linkages to the child's self-concept, it becomes increasingly clear that schools must foster efforts to forge interrelationships and partnerships so that those inputs which are barriers to the child's achievement and motivation are lessened and diminished.

Problem

The New Rochelle Public School System, composed of ten elementary and three secondary schools, was the first northern school system ordered to desegregate its schools. A court order in 1961 decreed that Lincoln Elementary School was segregated and that the New Rochelle Board of Education come up with a plan to implement desegregation. The initial plan involved permissive transfer to other schools in the city for all those students whose parents requested it. In September 1961 approximately half of the student population transferred to other New Rochelle elementary schools. During 1962 the Lincoln School continued in existence with about half of the former student population. In 1963 Lincoln School was closed and all remaining students were transferred by request to other New Rochelle elementary schools. The present policy still allows pupils living in the former Lincoln School district to register

in schools of their choice where space is available.

Eight of the ten elementary schools enroll a non-white population of less than 25%; two others have a non-white population of 50%. The secondary school figures are 18%, 17% and 22% respectively. Of a professional staff of 658 persons, 12% are non-white; of a total administrative and supervisory staff of 26 persons, 4% are non-white. Nine school board members include two non-whites, one serving as Vice-President.

The largest white ethnic population in the district is of Italian origin. The professional cadre maintains approximately the same ratio as the non-white professional membership. Three of the nine board seats are held by members of Italian descent.

Though still considered a desegregated community, not an integrated community, the New Rochelle School System has continued to make reasonable efforts to integrate its instructional program, provide innovative alternatives, secure adequate programs for students with special needs and has, through several routes, addressed itself to a cooperative venture with the various communities.

Its general philosophy, as reflected by its goals, (see Appendix A) has been to provide quality education for all of its pupils regardless of individual differences and financial constraints.

For the past decade, observations have been made of the pain, the disappointment and maybe the first dawn of realization on the faces of many minority (Black and Italian, specifically) parents and students at the June graduation in our junior high school. Very few academic

awards, honors or tributes are bestowed upon this group of youngsters.

Academic thrust, college prep courses, goals beyond high school appear limited in the choices of the larger population of this group.

If one stands in the auditorium of the district's comprehensive high school's June awards night, the same general observation can be made of members of this junior high school's graduation class. The same pattern is repeated!!

Several administrators, community persons, some staff at the high school have begun to raise the question. Why? Our effort will address itself to these questions and pilot a program that will generate some answers.

Why are Black and Italian (and other minority) youngsters in the junior high school not aspiring at the same rate as the rest of the school population in proportionate numbers? Why are they often not achieving at a success level high enough to warrant academic rewards and tributes? Why are a large percentage of their (and their families) past school choices made in low technical and vocational choices? What can the junior high school do to turn these patterns around? What pragmatic links can be established between the junior high and the high school to enable the larger majority of these youngsters to reach for higher education opportunity?

Previous attempts to motivate and prepare large numbers of Black, Italian, and other minority youngsters for entry into academic careers and higher technical and vocational occupational levels have met with some failure based upon present high school student statistics. (See Appendix B).

It appears difficult to create an "in school" program in order to move the larger majority of this population into the destined goals as explained above.

Solution

If the amount of time spent in academic endeavors in both the home and the school is highly related to patterns of achievement, then the manipulation of crucial time variables in each setting could produce the desired changes in achievement and, concomitantly, the positive personal growth of students. Homes and schools could work cooperatively to give children a sufficient amount of time to excel academically. The expected result would be not only a uniformly high level of achievement among students, but also the development of the positive, and presumably desirable, personality characteristics.

If the family could be brought into the school "program" in a meaningful, relevant way, with shared decision-making efforts, student involvement, then the results of such a joint school-home endeavor might work. The author believed that the non-school factors, which play an important part in shaping the attitudes and ambitions of students of the target population, could be upgraded by a family counseling approach. The purpose of this Practicum was to utilize a multiple counseling approach during evening hours, with parents as well as students, whereas most programs have employed a traditional day program involving counselors, students and teachers. The project REACH was an attempt to involve parents and students in a family counseling program in order to stimulate motivation for improved school performance and improved planning for the future.

CHAPTER II

REVIEW OF THE LITERATURE

"One of the great unsolved problems of American education, or of education anywhere in the world is that of providing a continuous flow of dependable information on how well the schools are meeting the developmental needs of children and in what respects they are failing to do so."

6
H. S. Dyer

Social scientists have been increasingly concerned with the antecedents of school success. These antecedents throughout the literature are labeled as SES; self-concept, achievement motivation, McClelland (1955) decision-making skills, peer status and other familial factors.

Socio-economic Status

"American public schools have become significant instruments in the blocking of economic mobility in the intensification of class distinctions."

7
Clark, Kenneth

"If you know a child's class status....you can quite accurately predict what will happen to him in school and how successful he will be."

8
Sexton

⁶ Boocock, Sarane S. An Introduction to the Sociology of Learning, Boston: Houghton Mifflin Company, 1972.

⁷ Clark, Kenneth B. "Alternative Public School System." Harvard Educational Review, v. 38 (Winter) 1968, p 101.

⁸ Sexton, Patricia Cayo. Education and Income, New York: The Viking Press, 1961, p 42.

Countless studies document family SES as the most powerful predictor of school performance. The higher the SES of the student's family, the higher his academic achievement. This relationship seems to hold no matter what measure of status is used. (occupation of principal breadwinner, family income, parents' education, etc.) The relationship continues to hold with a variety of achievement-aspiration variables including grades, achievement test scores, retentions at grade level, course failures, truancy, suspensions from school, drop-out ratio and college plans. It continues through studies, to predict academic honors, awards and other indicators of success in the informal structure of the student society.

Boocock (1972) suggests that the relationship of SES to achievement may be more complicated; other characteristics related to SES may be independently related to achievement. She cites family size as one; attitudinal factors another, (specifically she cites communication) economic factors and peer pressure.

Other researchers have begun to cast doubts upon the strength of the relationship between social class status and academic values. Ralph Turner (1964) after re-examining data from earlier studies and from his own study of Los Angeles High School students, concluded that the overall relationship is rather small, there are less class differences in recent studies. Bronfenbrenner (1958) confirms this point of view in his review of studies relating to child-rearing practices. He notices a narrowing of the gap in the last twenty five years.

Both studies suggest that the stratification or value system is changing in America as it relates to SES.

Curry (1961) also reported evidence indicating that factors other than intellectual ability are associated with successful academic achievement. Curry studied 1,883 sixth graders with regard to chronological age, IQ, sex, socioeconomic status, scholastic achievement, and information concerning the occupation of the mother. The number of working mothers in the two groups was nearly equal; thus, this factor was discounted as an influence on success or lack of it. He reported that the ratio of male to female underachievers was 2:1, but the converse was true in the case of the overachievers. Another not unexpected finding was that the middle socioeconomic group contributed a larger number of both underachievers and overachievers. In the overachieving group, the upper and lower socioeconomic groups contributed a proportionate number to the total. However, in the underachieving group, the upper socioeconomic level contributed three times the number contributed by the lower socioeconomic group. This suggests that the lower level group achieves at a level commensurate with their low level of ability or that there may be special factors operating at the upper socioeconomic levels to produce underachievement.

In a study by Picou (1973) of Black-White variations in a model of the occupational process, a weak relationship was observed between socioeconomic status and academic performance; thus challenging the importance assigned by earlier writers to this relationship. Sewall (1970). His findings concerning these variables reinforced those recently reported for a sample of Northern White youth. He noted that the relatively small amount of variance in aspirations accounted for by the predictor variables allows considerable opportunity for the addition of new variables in future studies which attempt to develop models of the occupational aspiration process.

McClelland (1958) formulated hypothesis about the way in which value difference influenced differential achievement among Southern Italian families. He used nine sources, among them, D'Alesandre (1935), Eisenstaat (1956), Kluckholm (1954), to hypothesize that the American Italian family derives its attitudes from its cultural heritage largely from Southern Italy.

In Southern Italian culture, the traditional attitude toward education was (and is) very different. School and book-learning were alien pursuits, remote from everyday experience. Priests were taken from their families and even their villages in order to be educated. To the typical Southern Italian peasant, school was an upper-class institution and potentially a threat to his desire to retain his family about him. Although education might well serve for some as a means of social advancement, the peasant was disposed to believe that this avenue was not open to his children - in this case, education was not functional. Family life, local political power, and other objectives were stressed as alternative goals to learning.

McClelland asserts that even in this country, the attitude of the first-generation Southern Italian was, in part, negative to education. He reports an Italian educator as saying, "Mother believed you would go mad if you read too many books, and Father was of the opinion that too much school makes children lazy and opens the mind for unhealthy dreams." Intellectualism, in itself, was not valued in Southern Italian communities. Learned men were of another class, or alternatively, they were men of the church. Status in the community changed slowly; property was in all cases more important than learning. Property could be

accumulated faster by a trickster-trader than by a scholar. Scholars were like monks: good men, but not of the real world.

According to McClelland, *la famiglia* in the Southern Italian culture was an inclusive social world. The basic mores of this society were primarily family mores; everyone outside the family was viewed with suspicion. Where the basic code was family solidarity, there was a strong feeling that the family should stay together - physically close together.

The essence of the ethos has been most forcefully captured by Edward C. Banfield, who states the one premise from which the political orientation would seem to flow: "Choose so as to maximize the shortrun⁹ advantage of the family and assume others will do likewise."

Finally, in relationship to SES, Moerk (1974) through a longitudinal study on the aspirations of minority and majority students, suggests that the expectancies of both minority and majority group members are influenced by epochal changes in opportunities for educational, occupational, and economic advancement. The more sober and modest expectations in 1970 of those groups which had high expectations in 1967 fit realistically into an economic situation of recession and unemployment. The two contrary influences of epochal changes, the rising chances for minority groups on the one hand and the decline in the economic outlook for the entire society on the other hand, may have made the results less clear-cut than if there had been a single epogenic trend.

His longitudinal study indicated that majority groups maintained their expectation level with increasing age, while the expectations of

⁹

McClelland, David; An Address to the Society for Social Science, June, 1956.

the minority group members declined with increasing age. These trends could be interpreted as an adaptation to the facts of life of both groups. While majority students often have chances to reach high levels of expectation, minority group members encounter, with progressing age, many obstacles to educational and occupational advancement. The latter group members are, therefore, often forced to accept an unwanted occupation and to yield early in life to the frustration of the present social reality.

The implications of these findings for counseling are manifold; only three that appear to be most important are specifically stressed:

1. The aspirations and desires of young adolescents, independent of whether they are from the majority or minority group, are closely adapted to the opportunities provided by society. Therefore, nothing is amiss with their achievement motivation.

2. Counselors should, however, counteract the trend in the mass media that extols only the ends, that is, financial success, and they should spell out in detail the means-ends connections, that is, the paths that young persons have to follow under the present social circumstances to reach their goals.

3. Finally, counselors need to help adolescents of the minority groups, especially when the latter approach the age of realistic decision making, to cope with the realities and the frustrations of their socio-economic status. Counselors have to demonstrate to the faltering and hesitant adolescent the particular stepping stones between aspiration and final goals so that the gap or discrepancy between their desires and

their opportunities is seen not as forbidding but only as challenging.

The study of self-concept, with its roots in philosophy and psychology, has long been recognized as an important undertaking in education. The relationship of self-concept to academic achievement has been substantiated in numerous studies over the years. Among the major studies dealing with this relationship are those completed by Brookover (1965), Bledsoe (1967) and Gill (1969). Relationships between self-concept and academic achievement have also been studied from various points of view. Two such views have included the influence of self-concept on performance in school and the influence of performance in school on self-concept. Studies by Lamy (1965) found substantial evidence to support the proposition that self-concept significantly influences performance in school.

Among the factors which have been shown to contribute to the development of a child's self-concept are the home, Coopersmith (1967) and the overall school environment. Morse (1964). Subfactors associated with the overall school environment include the influence of the teacher and peer group on a child's self-concept. Findings of the Alvord (1974) investigation further suggest a relationship between self-concept and factors associated with three primary environments created by the home, peer group, and school.

As for the home environment, significant positive correlations between the family subscale or self-concept and science achievement were found to exist at both the fourth and seventh grade levels in the Alvord Study. Peer group influence was also found to be significantly correlated

with science achievement for fourth grades, though no such relationship was noted for seventh or twelfth graders.

In the Office of Education's Equality of Educational Opportunity Survey, self-concept is utilized as the conceptual linkage to explain the effects of family background and school compositional factors on student achievement performance. Coleman, et al (1966) reports that¹⁰ "sense of control of environment" had the strongest relation to achievement of all the variables measured in the survey and this includes all family background and all school context variables. Rehberg (1970) and others too numerous to cite have shown that family background factors such as socioeconomic position, race, income and parental educational attainment are associated with achievement values, achievement motivation and self-concept and that such personality and attitudinal variables determine in part, successful behavior in an academic environment. Katz (1968) and Pettigrew (1971) also use self-concept to account for the positive association between school contextual factors and home.

Sense of control of environment was the most powerful predictor of test scores in Coleman's mammoth study. Coleman, et al (1966). The researcher found that for Black children, sense of control of environment accounted for more test score variation than any other variable. Black children who did exhibit relatively strong sense of control had considerably higher achievement than those with low sense of control.

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Control of Environment is the name given to an index formed by the respondent's answers to the following items: (a) Good luck is more important than hard work for success; (b) Everytime I try to get ahead, something or somebody stops me; (c) People like me don't have much chance of being successful in life. Some of these items are identified as important dimensions of an individual's self-concept by Rosen (1956-1959), Kahl (1965) and Rehberg (1967-1970).

The control dimension was less strongly related to achievement for Whites, whose self-concept (confidence in their own ability to learn) was a more powerful predictor of test scores.

The relationship between the variables of race, academic achievement and sense of control of environment, may be summarized as follows:

Minority group children (in particular, Blacks and Puerto Ricans) are less likely than White majority group children to be good students. (Though they may value achievement and education, the low sense of control and lack of self-concept are negative factors.)

Minority group children are less likely to have a sense of control of their own environment.

Children with low sense of control of environment are less likely to be good students.

Self-concept emerges from the life experiences of the individual and has its beginnings in the transactions between the family and the culture and the infant's body. Just as the child develops his sexual identity and sense of values, the interpersonal relations between parents and child are significant in developing concepts of self and worth. For example, indifferent parents seem to be positively related to children with the lowest self-esteem. Rosenberg, (1963).

The self-concept grows out of a process of evaluation by the infant and child and from the reflected appraisals of significant others.

Perceived parental behavior is relevant to the child's development of self-esteem. It was found that girls perceive themselves as more accepted and intrinsically valued than boys and that boys seek to enhance themselves through ability, whereas girls seek to develop self-

esteem through dependency relationships, Ausubel and others (1954). That this attitude toward one's parents continues beyond childhood is indicated by Jourard and Remy (1955), who found that an individual's attitude as an adult toward his body varied with his belief concerning his parents' attitudes. How one perceives his parents, whether accurately or not, is a vital source of influence on the developing self.

Age trends are discernible in self-development. The self-concept is not a unified structure but is multidimensional, with different aspects of the self system moving into sharper focus at different age levels. Accuracy of self-estimate in the middle-childhood and early adolescent years seems to be a function of teacher and peer appraisal. Gordon and Wood (1963).

Super (1953) hypothesized that vocational choice is simply an extension of one's self-concept or perhaps more precisely, the implementation of one's perception of self in a real life situation. He further indicated that the translation of the self-concept into a vocational choice takes place primarily during adolescence.

A related explanation of the shortcomings of the early experience of most disadvantaged children stressed the lack of opportunities for the child to develop a sense of power over his environment, a recognition that his behavior has a direct and predictable effect on the behavior of others, and a sense of control over his destiny. Several studies have reported significant relationships between the individual's socioeconomic or ethnic status and his sense of mastery - the degree to which he views himself as able to manipulate events and achieve desired goals, in contrast to seeing himself as a pawn of destiny, with

little influence on the course of his life, Strodbeck (1958), Rosen (1959), Coleman (1966).

When several ethnic groups, stratified by social class, were compared on components of the "control" dimension, significant differences were found both for social class and for ethnic group. In every group, people in the upper social strata expressed a greater belief in their ability to control their own lives than did people in the lower strata. Ethnic groups also differed from each other. The highest mean score was achieved by the Jews, followed closely by White Protestants, Greeks and Blacks. Italians fell somewhat lower and French-Canadians fell at the bottom. Rosen (1959). As was true for achievement motivation, "control" scores also showed significant interactions between self-concept and achievement.

Low self-concept is a final serious handicap to academic success of disadvantaged children. Brookover and Gottlieb cite research that shows a relationship between pupils' generalized self-concepts and their achievement in school. The studies also revealed that the self-concepts of individuals varied by subject matter areas. In other words, a pupil is likely to get a better grade if he thinks he can. Whether he thinks he can is dependent, in part, upon what he thinks "significant others" - mother, father, teacher, and peers - think of his ability. Wylie (1961). The self-concept of the disadvantaged lower-class child in respect to his academic aptitude is likely to be low. In addition to his frequent failures, the attitudes toward him of his teachers, not to mention his parents, confirm his low assessment of his talents. His peers are unlikely to encourage him

to see himself as capable of good school work,

The educational implications are clear. Emotions and values are in a transactional relationship with classroom behavior and learning. Children's self-esteem not only is related to family background variables but also can be modified by the school situation. Positive self-regard, the internalization of values, and the development of a repertoire of cognitive styles begin early but are modifiable through experience in school.

Peer Pressure (Significant Others)

Coleman (1961) theorized that there exists a strong student peer culture which is separate from, and often at odds with, the values and goals of adult society. Coleman suggests that in our technocracy the family is losing more and more of the functions which formerly made it a self-sufficient socioeconomic unit as well as the major source of emotional support and solidarity. Parsons (1962) agrees, in the sense that he states that there is a kind of duality of orientation among the young: on the one hand, a compulsive independence (or so they display) a touchiness with respect to adult expectations and demands; on the other hand, an equally compulsive conformity and loyalty to the peer group.

Coleman interpreted his data as it related to the adolescent, "The balance between parents and friends indicated the extent of the state of transition that adolescent experience-leaving one family, but not yet another, they consequently look both forward to their peers and backwards to their parents."¹¹

¹¹
Coleman, J. S., The Adolescent Society. New York: The Free Press, 1961, p 5.

Finally, a major interest of Coleman's and a major methodological contribution of the Adolescent Society is the measurement of school value climates. A linkage between the value climate (determined by peer influence) of a school and the kind of scholastic performance of the student appears to be highly significant.

In a study by Teahan (1974) on the effect of sex and predominant socioeconomic class school climate on expectations of success among Black students, data showed that the impact of the majority of high school peers was even greater than the effect of the family on the academic achievement of his sample of males. Wilson's (1967) studies with Blacks revealed that the impact of peer group socioeconomic status may begin in later elementary grades and may be especially crucial for disadvantaged Blacks.

Teahan's evidence seems clear, therefore, that peer influence of the predominant socioeconomic class of a school does have considerable impact on many aspects of achievement including college aspirations and attitudes towards college, grade level performance. In primarily middle-class schools, lower-class males are elevated in terms of expected occupational success in contrast to lower-class males in predominantly lower-class schools where expectations seem depressed.

Gordon (1957) developed a model in which he explored the relationship between the social status and the behavior of adolescents. Conclusions from his model suggested that for the general population of the adolescent, a) success in non-academic areas contributes more to status than scholastic achievement; b) successful participation in highly rated student activities- athletic team, band, certain committees and clubs - is

a better predictor of individual status; c) the informal system of friendship groups and cliques is "especially powerful in controlling adolescent behavior, not only in such matters as dress and dating, but also in school achievement and deportment."¹²

Many researchers like Coleman conclude that school achievement and social acceptance varies from one school to another.

It will depend entirely upon the level of acceptance by the choosers and the chosen.

According to Boocock, two studies document the impact of peer contact upon academic aspiration. These studies cited by Boocock, Campbell and Alexander (1965), Alexander and Campbell (1964), demonstrate "it is the interpersonal relationships with one's friends within the high school that determine high or low aspirations, although the likelihood of having friends with a given set of attitudes is determined partially by the composition of the student body as a whole,¹³ which constitutes the pool from which one's friends may be drawn."

Adolescents, like adults, have many statuses and roles. Status refers to one's position in a group, and role to the behavior associated with a particular status. A teen-ager may be a son, a brother, a steady boy friend, a buddy, a part-time employee, a student, a football player, a class president, and a leading character in a school play. In each of

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Gordon, C. Wayne; The Social System of the High School; Glencoe, Ill., Free Press, 1957, p viii.

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Boocock, Sarane; An Introduction to The Sociology of Learning; Boston: Houghton Mifflin, 1972, pp 223-225.

these statuses, he plays a different role. How he plays the role is determined to a considerable extent by the manner in which others expect him to play it. Such role expectations become, in fact, a part of his self-concept.

The roles that a teenager plays in the social setting of the school are of great importance to him. School is the place where he meets his friends. Whether or not he "rates" in school may determine whether he graduates from high school, goes to college, or drops out of school. All of the social life of teenagers does not, of course, take place within the school. In fact, extra-class activities more nearly approximate the kind of learning found in intimate peer groups than do class activities. For this reason, the studies of Gordon, Mallery, Coleman and others who have studied adolescent status systems in terms of participation in student activities are extremely important to educators.

Achievement Motivation

Why do some children develop the need to achieve whereas others do not? McClelland found a high relationship between the need to achieve and "parents' high standards of achievement, warmth and encouragement, and a father who is not domineering and authoritarian." These conditions are fairly common in middle-class homes. None of them is common in lower-lower class homes. Yet an increasing number of young people from disadvantaged as well as working-class homes do demonstrate the need to achieve and are graduating from high school and attending college.

Joseph A. Kahl (1953) tried to find the answer to why some intelligent "common man" boys are more ambitious educationally and occupationally than others. By interviewing the boys and their fathers, he decided

that a core value in the homes of the ambitious boys was "getting ahead," whereas a core value in the homes of the boys who were not ambitious was "getting by." The fathers of ambitious sons usually were not satisfied with their own progress and blamed their inadequate educations for their lack of success. The fathers of less ambitious boys seemed resigned to their lot. The boys who planned to go to college but who came from homes that had not encouraged them to go had been influenced by friends. Kahl states that at the time an intelligent boy reaches the seventh grade, he makes his initial choice as to whether or not he will do well academically. (A survey by the College Entrance Examination Board also found the seventh grade to be the year when most pupils decide to go to college.) Kahl's (1953) analysis of a sample Boston high school population (Beta Harvard Mobility Study) illustrates the power of parental aspiration. The significance of his analysis is that their power is not synonymous with SES. In his interviewing he found in the decision-making apparatus of boys whose abilities and environments could lead them in two directions that the parents were key in their decision to "go on to college." Kahl concluded that once students acquire the motivation to achieve, their social background does not hold them back. Rosen's achievement syndrome study (1956) supports the academic aspiration and shows the translation of achievement motive into school performance.

Studies by Pierce (1959), Schneider (1953) and Sewell (1959) suggest that underachieving adolescents with lower SES place great stress on money, security, respectability, obedience and conformity to authority.

Various writers have related achievement values to important socio-cultural concerns. In The Achieving Society, McClelland (1961) suggested

a reformulation of Weber's Protestant Ethic in which the values of Protestantism are seen as antecedent to independence and mastery training, which in turn produce achievement motivation and consequent economic (i.e., capitalistic) development. Strodbeck (1958) developed the congruent argument that contemporary derivations of aspects of the Protestant Ethic indexed by the Luckhohn value schema and related to sub-cultural and structural features rather than religious values per se, accounted for the differing rates of social mobility exhibited by various groups in American society. Thus, Rosen (1959) and Strodbeck (1958) argued that Protestants, higher social classes, and urban groups such as Jews would exhibit higher levels of achievement values than groups with agrarian background or with non-Protestant religions such as the French-Canadian, Italian and Negro populations of the Northeastern United States. They found that achievement values were related to SES, race and ethnicity as expected and that these values were associated with group differences in achievement-oriented training practices and in levels of achievement. More recently, Schwartz (1971) in a study of Los Angeles Mexican-American and Anglo-American high school students, found future orientation associated with Anglo-American status and higher SES, and Rosen (1973) found increased emphasis upon achievement among more urbanized migrants in Brazil.

The literature on the achievement syndrome has demonstrated the significance of intra-familial power relations on the associations between external status indicators and the development of achievement orientations in the child. Initial evidence on this effect appears

in early research McClelland (1953), Rosen and D'Andrade (1959), which showed that paternal dominance was inversely related to son's achievement. The nature of this effect has been further explicated in studies by Strodtbeck (1958) and Rehberg, et al (1970), both of which found that the effect of paternal power was mediated by the father's extra-familial status. Careful examination of Table 4 in Strodtbeck (1958) shows that especially among Italians, overachieving sons tend to come from families in which high SES fathers have relatively more power than the mother.

Similarly, Rehberg, et al (1970) found the relationship between achievement training and achievement behavior was largely eliminated in working-class families where the father was perceived as autocratic, a result that did not obtain in middle-class families.

While not directly concerned with achievement orientations, a consistent finding appears in research summarized by Boocock (1972). It shows that the academic achievement of males is not deleteriously affected by the presence in the household of an unemployed father, but that father absence combined with mother's employment does not produce lower academic achievement.

The latest study, Lupetow (1975) noted a similar factor about the achievement syndrome. In a population of 2,461 high school seniors, achievement values were higher among females than males, were related to parental socioeconomic status and size of residence and to educational performance and aspiration. Elaboration of the association between parental characteristics and student achievement values resulted in two

important interpretations. First, achievement values of males, but not females, depended upon the combination of internal family influence and external status. Secondly, the elaboration suggested that male achievement value-orientations may be due to internal family socialization processes, but those of females to external influences. The consistency of findings on the interaction of influences within the family and external status in this and other studies, even when various measures of achievement patterns are used, suggests the importance of family interaction processes in achievement orientations and questions the validity of treating motive, value, and aspiration as discrete aspects of an achievement syndrome.

As these accumulating findings show consistency in effects centering around intra-and extra-familial processes having consequences for achievement and mobility, it would appear that research on the achievement syndrome should continue, but that more attention should be paid to family interaction processes and status and their effects upon the different components of the syndrome.

Other Familial Influences

That the educational supports provided by the home are highly related to both intelligence and achievement has been demonstrated in several studies Dave (1963), Wolf (1965), Henderson (1966). Through interviews with mothers, the investigators tapped (1) the degree to which the family was actively involved with the child's education, providing concrete supports or showing concrete evidence of providing for his educational future and (2) the availability of intellectual or achievement models for the child. The correlations between scores on

these "family process variables" and both intelligence and achievement .69 and .80 respectively, exceeded those generally found with SES.

Whiteman and Deutsch (1968) also reported significant effects of particular family variables on school achievement. For examples, they found that lack of "conversation at dinner," low parental aspirations for the child's education, and few "cultural activities" (trips to museums, libraries, zoos, etc.) which the child could anticipate participating in over the weekend were as significant deterrents to school achievement as dilapidated housing, excessive number of siblings, and failure to attend kindergarten.

Two kinds of family variables are important..

1. Family Characteristics:

Socioeconomic status, race, religion - attributed to child by virtue of his family membership.

2. Way the family is structured and the attitudes and behavior of the members with respect to one another.

McClelland (1953) used this technique to determine the motivation to achieve in his study - fantasy changing (through folk tales) and decision-making games. They found that in a home that was more restrictive and more intent on obedience in child rearing, the lower the amount of achievement content contained in the folk tales.

In other studies high achievement orientation is created less by early independence training than by the more direct transmittal of achievement-related value attitudes by the parents, whether they occurred in the form of reward or punishment for achievement in cultures "low in general indulgence" or in the form of a positive role model for achieve-

ment in cultures "high in general indulgence."

Relationships of this kind have also been established by Crandall and his collaborators (1961) in their cross-sectional studies at the Fels Institute. Thus, the achievement behavior of 3-to 5 year-old kindergarten children correlates with the degree of positive reinforcement which they receive from their mothers for their achievement efforts and strivings for recognition. Another study, Crandall, Dewey, Katkovsky & Preston (1964), produced more correlations between parental attitudes or reactions and outcome in an academic achievement test for daughters than for sons. Other investigations, Katovsky, Preston & Crandall (1964), have shown that parents apply the same expectations and evaluative attitudes toward achievement in their children as they do toward their own achievement. Furthermore, they interfere in various ways in order to transfer their own evaluative attitudes to their children; it is notable that the effect of this interference is more frequently visible in the child of the opposite sex.

In a comparative study of different social class and ethnic groups, Rosen (1959) found that Winterbottom's findings are characteristic only of a middle-class sample. Independence in routine skills which relieve the parents of caretaking is demanded earlier than child-centered self-reliance in the lower social class. Such authoritarian, restrictive socialization practices result in low achievement motivation, no matter how early a more child-centered type of self-reliance is expected. McClelland (1961). This is confirmed in a cross-cultural study of 52 preliterate cultures by Child et al. (1958), who found that the achievement related content of orally transmitted folklore is associated with

dominant child rearing practices as in the earlier study by McClelland.

Rosen and D'Andrade (1959) wanted to observe parental influence directly and, therefore, arranged for 9-11 year old boys to work at achievement tasks (such as building a tower with irregularly shaped blocks) at home in the presence of their parents. The boys were blindfolded and allowed to use only one hand in order to make it more likely that they would get help from their parents. The boys were divided into groups high and low on Achievement that were carefully matched for other facts, such as intelligence and socioeconomic status. Both the parents of the highly motivated sons, as compared to the parents of the sons with low motivation, set higher levels of aspiration with respect to their son's abilities to achieve. The parents, particularly the mothers, showed more appreciation and warmth. The mothers of the sons with high motivation, in contrast to the fathers, rebuked them for failure, broke in with hints, instructions and efforts to urge their sons on. The fathers looked on in a more detached and benevolent way. According to these findings, strong achievement motivation in boys is promoted in families characterized by high achievement-oriented levels of aspiration and by warmth and harmonious personal relations; and in families in which the mother stimulates achievement competence directly by positive and negative sanctions, while the father on the contrary respects and furthers the son's autonomy which he stimulates by a sympathetic attitude toward self-reliance.

These appear to be the conditions under which high achievement-related value attitudes of the parent generation are best transferred to, and preserved by, the following generation. The mother assumes the direct teaching

role making use of the classic principles of learning, reinforcing desirable behavior with rewards, and eliminating undesirable behavior with punishment. It is she who calls forth an "affective change" - McClelland et al. (1953), a "steep expectation gradient" - Heckhausen (1963) following the successful or unsuccessful outcome of an achievement situation. Her importance, particularly in early childhood, must be rated very high. McClelland (1958).

Litwak and Meyers (1974) propose that schools look at family typologies in the sending neighborhoods to the schools, using three variables - value, knowledge, and structure-resources, a scheme for classifying families in relationship to achievement motivation. They suggest that all possible family types derive from combining these variables, assuming each to be dichotomous.

Their family types are as follows:

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Family Types.

<u>Description of Family Types</u>	<u>Support For Educational Values</u>	<u>Knowledge of Educational Processes</u>	<u>Resource Structure for Implementing Goals</u>
1. Well-off, informed, acceptors, educated intact, well-off family with kin support and positive toward school policy.	high	high	high
2. Poor, informed acceptors. Educated, broken and poor family, without kin support and positive toward school policy.	high	high	low

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Litwak, Eugene and Meyers, Henry J., School, Family and Neighborhood: the Theory and Practice of School-Community Relations, New York: Columbia University Press, 1974: p 123.

Description of Family Types	Support For Educational Values	Knowledge of Educational Processes	Resource Structure for Implementing Goals
3. Well-off, uninformed, acceptors. Poorly educated, intact, well-off family, with kin support, and positive towards school policy.	high	low	high
4. Poor, uninformed, acceptors. Poorly educated, broken family, poor without kin support, and positive toward school policy.	high	low	low
5. Poor, uninformed, rejectors. Poorly educated, broken family, poor without kin support, and negative toward school policy.	low	low	low
6. Poor, informed, rejectors. Educated, broken family, poor without kin support, and negative toward school policy.	low	high	low
7. Well-off, uninformed, rejectors. Poorly educated family, low intact, well-off with kin support, and negative toward school policy.	low	low	high
8. Well-off, informed, rejectors. Educated, intact, well-off with kin support, and negative toward school policy.	low	high	high

This kind of analysis alerts the school to the need for linkage with low or high initiative, low or high group expertise, low or high group identity. If the school extends itself to the neighborhood, the school is not told within which substantive area of life they must be

prepared to work: educational, medical, counseling, etc; but it does suggest that the school must either undertake new services not directly educational but seriously affecting education or develop processes for working through other organizations (delegated function). It is important that the school-community agent be sensitive to structural problems of families so as to choose linkages best adapted to the problem in light of the need for balancing distance.

SCHOOL-HOME INTERVENTION STUDIES AND RESULTS

Perhaps the most important contribution of all of these studies is that they prove the truistic importance of the total culture, and yes, substantially, the home with so many related variables, in individual differences in achievement. There does not seem to be enough empirical evidence that there are significant differences among families in their valuation of achievement. What differs is the degree to which high motivation is translated into a workable set of life goals and strategies for reaching them. Parents of school achievers communicate this to their children as well as interact with them in such a way that the children are taught the behaviors needed to fulfill high achieving motivation status. There literally seems to be from all the data, no single influence as it relates to achievement syndrome, as powerful as the home. Though the research identifies factors of peer influence and self-concept as significant, they, too, are managed by the child in relationship to the kind of interactive behaviors initiated in the home.

A survey of the literature suggests that the schools can

intervene more successfully in relationship to the achievement syndrome and reality of aspirational levels in two specific areas: Program of Personal and Informational Counseling with Parents and the Counseling and Training of Students so that they learn how to apply decision-making skills to the life long process of responsible choosing.

While there is significant literature demonstrating that (a) self-concept is a significant determinant of student achievement performance, regardless of the student's I.Q., race, family, socioeconomic position, indeed, regardless of any of the other factors and- (b) that in many students self-concept occupies the position of an intervening variable in the linkage between family background, school contact and educational success. (Felice 1974); there is, however, very little evidence in the literature to demonstrate that either programs have been introduced for control of self-concept alone, or that if such programs have been introduced, that there has been sufficient evaluation to determine the genesis of behavior change. Thus far, the literature continues to suggest that the variable of self-concept must be examined across multiple interactions and relationship. A study by William and McCormick (1974) of Upward Bound students demonstrated that reported self-concepts were related variables which can change concomitantly within a rather brief period of time.

Felice (1974) in a 3-year longitudinal study of the determinants of achievement for majority and minority students in segregated and desegregated schools in Waco, Texas, assessed the relative contribution of family background and school contextual factors to the explanation

of variance in self-concept. He found that family socialization practices exercised a larger effect on self-concept than any other variable. Any program designed to influence self-concept behavior should place this variance in perspective.

As indicated by earlier discussion, interpersonal and peer group relationships have long been realized to play a significant role in the emotional and social development of the student. Isolating and studying peer relationships, however, is extremely difficult.

Present studies seem confined to basically the classroom setting. This is somewhat superficial because the intermediate grade child's most significant peers may well be a sibling or a neighborhood buddy in another class or grade while the secondary school student's significant peers may be in another classroom.

A further limitation to investigating the peer relationship is lack of experimental control and manipulation. Relationships are not as easily made experimental variables as are teaching methods, subject matter, hardware. The issue of manipulating (changing) peer relationships involves at least two other considerations, ethics and psychological resistance. From an ethical point of view it is questionable whether an individual (teacher, parent) or institution (home, school, church) has the moral prerogative of attempting to change or alter another person's (the student) relationships. Even if this were possible it should be realized the student, to the extent he is aware of being manipulated, will probably resist and may

even strike back.

A research of the literature shows no significant programatic or research effort to control peer relationship for intervention purposes in relationship to achievement syndrome or the raising of aspirational levels of underachievers.

It is the opinion of this writer that the two variances, self-concept and peer relationship awareness for underachieving students, must be incorporated in any program designed to change behaviors as they relate to the achievement syndrome and levels of aspiration.

STUDIES RELATED TO THE COUNSELING INTERVENTION

One fundamental view of the objective of counseling is that its task is to help students change their behavior in ways that will help them solve the problems they bring to the counselor. (Krumboltz 1964); (Michael & Meyerson 1962); (Pascal & Zax 1956). This behavioral approach to counseling and guidance postulates that behavior is modified by the environment; that is, behavior is learned. It follows that if one views behavior change as a learning process, the methods used to bring about behavior change should be derived from a knowledge of learning. (Bandura 1961).

Several studies reinforce the concept that counseling can serve as a modus operandi for raising achievement and aspirational levels.

Krumboltz and Schroeder (1965) tested experimentally, with 54 11th grade volunteers, the effectiveness of reinforcement and model-reinforcement counseling in increasing the exploration behavior of high school students with a vocational or educational decision problem. Reinforcement and model-reinforcement counseling procedures that were

specifically designed to encourage undecided students to explore relevant occupational and educational information were generally effective.

Dickinson and Truax (1966) evaluated the effects of time-limited group counseling upon the college underachiever by contrasting a matched group of underachieving college students receiving group counseling with a group receiving no counseling, using change in academic performance as the criterion for evaluating outcome. Specifically, it was hypothesized that:

1. Underachievers receiving group counseling would show significant improvement in grade-point average (GPA) and level of underachievement compared to a matched control group.
2. Within the population of underachievers receiving group counseling, those receiving the highest levels of therapeutic conditions would show the greatest improvement in GPA or level of underachievement.

The obtained findings bearing upon the original hypothesis predicted greater improvement for the counseled than the control students, and among the counseled greater improvement for those receiving the highest levels of accurate empathy, non-possessive warmth, and genuineness, supported the original hypothesis on all measures of counseling outcome. The counseled underachievers as a total group, showed a greater number post-counseling with passing grades, a greater number post-counseling with grades higher than pre-counseling, a higher average grade-point average post counseling, greater change from pre-to-post-therapy in underachievement scores and less absolute level of underachievement post-therapy in comparison to a matched group.

Schaeffer and VonNessen (1968) described a non-experimental study in which group counseling and crisis-event role-playing were used with acting-out Black adolescent girls. After four group sessions and a few individual contacts, the girls, according to the authors, developed skills in handling aggression, had better relationships with peers and teachers, and were not in any trouble requiring discipline. Unfortunately, no objective measures, controls or procedures of analysis were reported.

Benson and Blocher (1967) also selected subjects from a homogeneous population, tenth-grade underachieving boys with negative feelings and attitudes toward school. The 28 boys who agreed to participate were randomly assigned to experimental and control groups. After 18 weeks of group counseling, thoroughly described but difficult to replicate, the experimental groups showed Grade Point Average improvement that was significantly greater on the average than the controls.

In testimony before the U. S. House of Representatives' Subcommittee on Labor, Health, Education and Welfare, William J. Erpenbach cited the results of Project TALENT's ^{14a} report in 1970. With respect to educational peons, 61 percent of the boys and 55 percent of the girls expect to obtain some regular college training. Though it represented only a 1 percent increase for the boys, but a 10 percent increase for the girls, the numbers of boys and girls

^{14a}

Project TALENT is a National Longitudinal Study of the effects of personal educational, and social influence on career development. One of its major intervention constructs was the improvement of personal and academic guidance programs.

planning other types of post-high-school training also showed increases so that only 14 percent of the boys and 15 percent of the girls indicated they do not expect to get any education beyond high school. This represented a substantial drop from the 28 percent and 29 percent who indicated such expectations in 1960.

Though few studies have been concerned with promoting change in academic performance among elementary students, a notable exception is the study of Jackson (1966).

Jackson (1966) studies the effects of a three-year treatment on the academic development of 190 children who were identified as underachievers. During the treatment period counselors worked with the students, parents and teachers of the experimental group. Seventh-grade marks in English, mathematics, social studies and science were among the major criteria assessed as the dependent variables. The grades of the experimental subjects were consistently better than those of the control group on 10 of the 12 criteria used. Although investigators encouraged the cooperating districts to limit their services given to the control subjects, this was impossible because controls were referred to special reading teachers, tutors, social workers, and other pupil services personnel. This fact may have attenuated the differences found between the two groups.

Gazda's (1968) review of the literature indicates positive changes of one type or another have generally been reported in about half of group counseling studies. Most of these changes have been descriptive in nature. About fifty percent (50%) of studies utilizing GPA have shown significant improvement and about twenty percent

(20%) of studies have indicated gains in self-concept with other improvements listed as decreased anxiety, improved family and peer relationships, improved school behavior, improved school attendance, increased educational and occupational information, and improvement in reading. In studies where group counseling was compared with individual counseling, outcome results are about even with reference to which approach is superior.

Inasmuch as there is significant research documenting the influence of parent-child relationships on academic achievement and aspirational levels, one must further explore the counseling intervention strategy as it relates to parents.

The review of the literature indicates that educators are evolving a new concept of the parental role in relation to the school. Previously the school attempted to foster parental interest in the school per se. Recently, however, innovative practices across the country are attempting to engender parental attention and involvement with the child. Implementation of such programs are largely through varied personal and individual counseling strategies.

Kilman and Reiter (1975) investigated the impact of a counseling program for mothers on the perceptions and behavior of family members. The mother, father, and one problem child of 13 experimental and 11 control families were evaluated before and after seven weekly counseling sessions. The experimental spouses experienced a significant increase in perceived family integration. The experimental families reflected a significant increase in the number of positive responses

and a significant decrease in the number of negative responses used by the three family members. The undesirable behaviors of problem children within the experimental families decreased significantly.

Gilmore and Pigott (1972) in a parent counseling project designed for the Lexington, Massachusetts school involved junior high school and high school students.

The results of the parental counseling of the 26 students whose parents engaged in the program seem to be extremely encouraging. When all students were considered, 54 percent of the group whose parents were counseled for approximately seven hours, improved in one letter grade in one or more courses. The group whose parents were not counseled, only improved 19 percent in one or more courses. In the experimental group, only 23 percent lost one or more letter grades during the year, when they were compared with the previous year, and 50 percent of the 26 students in the control group lost one or more letter grades.

The authors of the study felt that the results in the junior high school were particularly encouraging as it was the first time that parental counseling had been conducted with parents of seventh grade students. In the junior high school there were, then, for experimental students an average improvement in three subjects of one letter grade.

In a Pilot Program of Time Limited Group Counseling with parents of pre-adolescent underachievers, Kringsman, et al, (1974) found a number of advantages in having school psychologists work with parent counseling groups of 3rd, 4th, 5th and 6th grades in the school, rather than referring them to a community clinic for service. These advantages

included the ability for the psychologists to be in touch with and aware of the child and all that surrounded him in school, thus enabling the psychologist to estimate the degree of distortions of the parental perception of the child and his situation. The authors also reported that the parents found the weekly contact with the psychologist useful since it afforded them an opportunity for an unbiased outside opinion as well as the possibility for consensus.

The authors conceded that it is likely that in a percentage of the children, of the 26 parents involved in counseling, underachievement was not specifically connected with or derived from psychopathology. This assumption is supported in the fact that 43% of the untreated group gained a year or more in reading, and 55% gained a year or more in math. In the treated group, 64% achieved reading scores of one year plus, and 57% produced higher math scores of one year or more. The mean gains in reading and math were 1.2 and 1.1 respectively, for the counseled group. For the non-counseled group the means were .8 in reading and 1.1 in math.

In Belvidere, New Jersey (1967) a "troika" (parent, teacher, child) concept was evolved. The program utilized Parent Effectiveness Training Program; Peterson (1969). This 24-hour course of classroom instruction developed by Thomas Gordon had a fee of \$40.00 per parent (although some parents are financed by the school) and used the Parent Effectiveness Training Notebook. The intent of this course was to assist parents in establishing better relationships with their children through: (a) listening to feelings; (b) formulating their own feelings into direct messages; and (c) acquiring these

and other skills through tape recordings, role-playing, lectures, demonstrations, discussions, and practice experiences. The success of this program has resulted in the establishment of three regional offices.

The Cranston, Rhode Island (1967) pilot program is another approach for high schools uncovered in the review of the literature. The main goal was to foster better communication between parents and adolescents and in so doing, facilitate the student's development in the home and the school. Three basic practices were involved in this program. In an attempt to bridge the generation gap adolescent-adult conferences between 60 students and 60 parents were established with student-teachers (representing the in-between generation) as conference leaders. The second practice involved project staff serving as leaders in conducting non-directive guidance sessions with parents. The third practice involved establishing investigating teams comprised of 6 parents and 6 students who were: (a) to research specific social problems; (b) participate in at least one allied civic or cultural experience; and (c) then exchange views via debates on the problem under consideration.

This research on counseling shows that improved behavior as related to achievement and aspirational levels, should occur.

A major goal of counseling, then, is to help students to learn how to make good decisions; (Gelatt, 1962); (Katz, 1963); (Krumboltz, 1966). For many students, this decision-making process includes considering a number of alternative courses of action, searching for relevant information about the possible outcomes of each alternative,

and evaluating the information obtained in light of personal value judgments in order to arrive at the most worthwhile solution.

Theoretical basis for decision-making instruction includes the work of Super (1957) and Tiedman (1963). According to Gelatt (1972) and his associates, the optimal period for decision training appears to be the middle years.

Considerable progress has been made toward helping clients develop adequate vocational decision-making skills in terms of three components: seeking information, considering alternatives and consequences, and deciding in terms of success probability. Studies which investigate the principles of reinforcement and social model learning in promoting career exploration and planning have been most prevalent in the literature.

Ryan (1968) demonstrated that both group reinforcement counseling and evaluated simulation materials (programmed vocational materials, films, career-day activities) were significantly more effective than control procedures in promoting vocational decision-making and knowledge of sources of personal data and occupational information.

Stewart and Thoresen (1968) reported two studies with eighth and eleventh-grade students. Some students in the sessions listened in groups of four to three audio-presented group social models; each presentation was followed by group reinforcement discussion. Other students engaged in reinforcement discussion after completing written materials on topics such as "Possible Interests After High School," "Getting Helpful Information," and "Occupation and Me." Although

subjects in the experimental treatments were significantly more engaged, on the average, in information-seeking behaviors than control subjects were, considerable individual variations were found.

Miller (1973) in evaluating the results of the Deciding Program, introduced into schools across the nation in January 1972, found the following:

Students in experimental groups are concerned about and interested in making well-considered, well-informed decisions; experimental students were better able to explain why they wanted to achieve a specific educational choice; they were able to describe through clear personal objectives and they were able to list more alternatives for themselves after high school.

The Bergland and Quastrono Study (1972) demonstrated that a series of structured group stimulus materials and group social models do promote better career-information and information-processing behavior by high school students.

The information derived from the cited studies lends support to the concept that counseling intervention not only can be successful, but is a preferred way for achieving student, parent and teacher growth.

CHAPTER III

PROCEDURES

Population

The New Rochelle City School District serves a community which is part suburban bedroom, part self contained industrial and commercial community. The economic status of its inhabitants varies from extreme wealth to extreme poverty with every level in between. The formal education of the parents of our children is as varied as are their ethnic and religious backgrounds.

New Rochelle's population is 77,000 of whom approximately 65,000 are White, 11,000 Black, and 1,000 "other races."¹⁵ There is also a considerable minority of non-English-speaking groups in town, the two largest being Italian-speaking (New Rochelle is the scene of continuing migration from Italy) and Spanish-speaking (chiefly from central and northern South America, e.g. Ecuador, Colombia).

The public schools' 11,681 students reflect the ethnic and socio-economic diversity of the city. Of these, some 6300 attend the ten public elementary schools. The remainder attend one high school and two junior high schools.

As a result of both its own experiences and the influence of state and national trends in education, the school district has become increasingly aware that traditional school methods have not always been successful in meeting the urgent needs of all the children in the community.

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This is probably an underestimate of the population. A census dependent upon the willingness and ability of people to fill in complicated forms and mail them back obviously has built in error, particularly at the lower end of the economic scale where much of our adult population is functionally illiterate in the English language and living in areas where the chances of mail actually reaching the legal recipient are slight.

During the last few years many innovative programs have been introduced in an effort to provide a more effective education for all children. The obvious diversity of our school population has helped our staff to the realization of the possibility of many different ways of approaching and helping children and the necessity of adapting curricula, instructional techniques and materials to the needs of each particular group of children or to an individual child.

These years of educational innovation and experimentation have also been years of economic stringency, and at this time of national financial crisis, New Rochelle finds that its school system faces severe budgetary cutbacks.

The local property tax which accounts for 75% of the support of our schools is outmoded, regressive and has now reached the confiscatory stage for many of our homeowners. New Rochelle has a relatively narrow, predominantly residential tax base. The problem is further compounded since an inordinate amount of land (20%) is tax exempt property.

State aid, which averages 40% statewide, provides for only 22% of New Rochelle's school budget. Title I, state and federal funds account for 3%. New Rochelle is faced with tremendous sums for tax refunds ordered by the courts for reductions in assessments and mounting costs for fire insurance. This is not just a local phenomenon, as most people know.

Increased costs of services, equipment, supplies and construction are racing far ahead of the added ratables on our tax rolls. Clearly more of the educational bill must be paid by federal and state agencies.

Expanded educational, social and health services for a wider segment of the community from pre-kindergarteners to those adults in Continuing Education classes are provided. Special programs and services are provided for poor children; advanced college programs are provided for the gifted; special classes are provided for the exceptional child who needs very specialized help in order that he may become a contributing member of society. These are program components that make New Rochelle a responsive school system which provides for the needs of a diverse citizenry but yet dilute an already strained local tax base.

Two forces have in the last few years had a strong influence on the educational philosophy and practice of the New Rochelle schools. One has been an awareness that the children of our district come from homes which reflect almost every possible variety of ethnic, religious, racial and economic background. The needs of the children and their parents' view of the appropriate role for the schools reflect this variety. Recognition of diversity has helped the professional staff to comprehend the possibility of many different ways of approaching and solving educational problems. Thus many innovative programs have developed within the elementary schools as a result of staff initiative, parent suggestion or administrative decision.

At the same time the school district has been involved in the process of endeavoring to secure equality of educational opportunity to each child. New Rochelle was the first northern school district desegregated by Supreme Court order. Since that time the children who once attended Lincoln School have been bussed to other schools within the school district. Many of our elementary schools serve integrated residential areas. Few

children from the former Lincoln School area are bussed into these schools to avoid affecting this natural racial balance.

Most of the children from the former Lincoln School area are bussed into schools which serve basically White residential areas. Thus, while our school system is "desegregated" in terms of court order under which we operate, this is accomplished by bussing children of whom the overwhelming majority are Black and from low income families into schools whose population is overwhelmingly White and well-to-do middle class.

In New Rochelle we see our educational policy as having two basic goals: (1) that every child should acquire those basic skills which will enable him to make those further educational choices which will best fulfill his desires and his abilities. The acquisition of these skills should take place in a setting which recognizes the particular needs of each child. For a non-English-speaking child this includes that fluency in the English language which will enable him to function in a society where this is the language of the vast majority; but this fluency should be acquired in an atmosphere which enables him to carry with him as an important part of his intellectual and emotional equipment the language and traditions of his parents. For a Black child, his education, while enabling him to function in a nation with a White majority, should be firmly based upon a knowledge and respect for the history, traditions and culture of Afro-America. For all children their classroom experience should give them a picture of a multi-ethnic, multi-cultural society. (2) that every child should acquire those basic attitudes of respect for himself and others and the flexibility of response to life situations which will enable him to fully participate in the life of a city and a

nation made up of people of all races and faiths.

The achievement of these goals requires not only the education of our children but the continuing education of our teachers and other members of the school staff in those philosophies and techniques which will best enable them to serve our children.

In spite of the best efforts of a dedicated and knowledgeable staff and the expenditure of considerable state and federal funds on special projects throughout these last years, we cannot say that these goals have been achieved. At this time, tests show that 24% of our school population is performing below minimum competency levels in reading and 35% below that level in math. There is considerable parental dissatisfaction and disillusionment with the present school system, evidenced in part by the considerable number of children who attend private or parochial schools. Many of those parents who do have a choice of schools opt for the non-public schools.

Within the public schools there would seem to be a basic inequality in the results produced by exposure to our educational system.

The results of this year's New York State Evaluation Program, show that the feeding elementary schools to the Isaac E. Young Jr. High School have a significant number of students reading below minimum competency. The results are shown in Table 1 .

These problems, common to most all urban systems, continue even though our district now draws funds from many state and federal agencies including Title I, Title II, Title III, Title VI, Aid to Urban Education, Manpower Training, Educational Professional Development Act, Pre-Kinder-

TABLE 1.

NEW YORK STATE PUPIL EVALUATION PROGRAM

GRADE 6

AREA	Percent of students in lowest three achievement levels		READING		Percent of students in highest three achievement levels	
	PERCENT Levels 1 - 3 1974	PERCENT Improvement 1973-74			PERCENT Levels 7 - 9 1974	PERCENT Improvement 1973-74
NEW YORK STATE	30	No Improvement			17	-1
WESTCHESTER	23	-1			24	-1
NEW ROCHELLE	32	-4			17	-6
TRINITY SCHOOL	35	1			12	1
COLUMBUS SCHOOL	48	-4			5	-5
JEFFERSON SCHOOL	45	-5			13	-2

garten, and NDEA III. Last year, well over \$1,000,000 came into the district in categorical funding.

In addition, New Rochelle had a wealth of programs and curriculum instructional innovations including an extensive district-wide open educational program, Alternative programs for junior high schools, Mini-Courses program at the high school, as well as a Three I's program modeled after the Philadelphia Parkway Program, and a state-wide recognized Occupational program. In addition, curriculum and instructional changes have occurred at the classroom level with the movement towards IPI, differentiated staffing, teaming and other innovations.

An annually published document, "The New Rochelle School Profile: A Report of the New Rochelle Public Schools to the Community" (see Appendix C) shows a strong correlation between academic achievement and SES. Except for the Lincoln area children, elementary students in New Rochelle attend neighborhood schools and thus, the school population closely reflects the surrounding residential area. School by school the achievement scores seem to relate closely to the socio-economic level of the neighborhoods.

A description of four of the feeder schools that send students to the Isaac E. Young Junior High School (school of the target population of this Practicum) follows:

Columbus School:

Columbus School, totally, has 587 students and the largest number of ADC children in the district, indicative of the fact that this school serves the largest concentration of low income families in the city. Over 30% of these families are Black; the White families include a large

proportion of recent Italian immigrants, and recently, Spanish-speaking immigrants from Central America, as well as other non-English speaking groups. Thus, Columbus School has the highest proportion of non-English speaking children in the district, plus the largest number of children to whom English is a recent acquisition - facts which must be reflected in the achievement scores. Some children from the Lincoln area attend this school. Bussing is not provided by the school district for these children since most of them live too close to the school to meet state requirements for the reimbursement of bussing. Some of the parents pay for an unsatisfactory and expensive bus service. Indeed, getting to school is one of life's major difficulties for many of the children in this school. The present Columbus School district is made up of two former elementary school districts - Washington and Columbus - and while its actual physical dimensions are not overly large, its location serving a busy downtown area with all the hazards of heavy traffic, complicated by its being bisected by the New England Thruway and the railroad, makes for great difficulties for some of its younger students. New Rochelle does not have a school lunch program in the elementary schools. Thus, many of these children make a long and hazardous journey four times a day.

Integration in this school district is, on the whole, not by choice but by financial necessity.

Jefferson School:

This school serves a neighborhood which is predominantly White middle and lower middle class and Catholic, many of whom are of Italian descent. Most residents own their own homes, chiefly older clapboard dwellings with some apartments and a few pockets of real poverty. Under successive

principals this school has tended to reflect the parental values of discipline, classroom quiet and emphasis on educational basics such as reading and math - as opposed to "frills." 746 students are enrolled in the Jefferson School.

Stephenson School:

This is the smallest of the elementary schools, totaling 327 students. One reason for its small size is the existence opposite the school of an overcrowded parochial school. The residential area is middle, lower middle and working class with pockets of poverty. Most of the Black students come from a low income housing project.

Trinity School:

The population here covers every economic level from extreme poverty to considerable affluence and also every education level. There are a few Black families resident in the district but most of the Black children are bussed in from the Lincoln area. This school reflects the largest melting pot in the district. It has the highest oriental population and is the largest elementary school in the district, totaling 849 pupils.

Thus, the Isaac E. Young Junior High School enrolling 1025 students services students from a highly heterogeneous population. It does have the largest concentrate of Black families with low SES status, the highest proportion of Italian students, (it might be noted that approximately 2% of these students enter the school at 9th grade as the parish parochial schools are located in this section of town and many of the families cannot afford to keep up the tuition payments) the largest number of children for whom English is a second language and the largest number of ADC children of the two junior high schools.

The above factors as well as the data generated (see Appendix D) in the needs efforts of establishing a framework for the Practicum Proposal, determined the decision to locate the project at this junior high school instead of both, though both junior high schools feed into the same program.

Target Population

Step 1

Seventh grade teachers were encouraged to submit names of students they perceived as underachieving. As a framework for selection staff was discouraged from placing on their roster students who were "below grade level by more than one year" in reading, or who showed signs of specific learning disabilities. No criteria value was given to the teachers other than their perception of "bright or potentially bright underachieving youngsters."

Step 2

Over 100 names were submitted. The six teachers who had volunteered for the program were provided with all data for students including all test data, report card data for the first half of the year, the district-wide reading record card (see Appendix U) and counselor's file. Each teacher took six students; the Project Staff took the remainder. Teachers then filled out a Pupil Profile Form.(see Table 8) Through this process the population of 100 was narrowed to 66.

Step 3

The Project Staff met with the evaluator. The principal had requested that the population be limited to 30 families. He felt that since funding

was not forthcoming for this school year, the project could still safely be implemented. He also felt that more impact could be made with this number.

Studies by Farquhar and Payne (1964) suggested that there was an extreme range in the absolute number of individuals identified as under-and-over achievement depending on the particular instrument used. In fact, the determination of either category was largely dependent on the method used in selection. Another study Annesly, Odhne, Madoff and Chansky (1970) further suggested the same and in close agreement with Farquhar and Payne found that the prediction of achievement related to ability assessed on the basis of teacher judgment remained significantly accurate. Therefore, the Project Staff first chose obvious underachievers based on data such as continual overall drop in report card grades and anecdotal comments that suggested such a pattern. The staff went back to the 7th grade teachers and utilized teacher judgment to narrow the final list to 34. The process used was one of an informal seminar of 7th grade teachers reaching consensus on each student.

Table 2 shows the breakdown according to the following factors: sex, race, ethnic background and mean IQ for each.

Step 4

Inasmuch as the staff was seeking to aid parents in increasing their children's self-concept through increasing their awareness of their students' interests, abilities and attitudes, the evaluator designed an instrument (See Appendix E) that would give the staff in-

formation about the family, student interest concerns and levels of aspiration. The second purpose of such an instrument was to enable the 2nd phase of the project (2nd year) when personal counseling through the "Don" system became an integral part of the project. The results of those interviews in terms of parents' perceptions are shown in Table 3 through Table 7 and shows the results of a questionnaire designed to determine student's aspirational level.

TABLE 2
SES OF TARGET POPULATION

	Race or Ethnic Heritage			Sex	Mean IQ	Highest Incidence of Parent's Occupation		Mean Level of School Completed by Parents
	Black	Italian	Other	Boy	Girl	Mother	Father	
No. of Students	16	10	6	18	16	Housewife	Small Independent Business	10th grade

TABLE 3
Students' Interests and Hobbies, Indicated by Parents

Interests and Hobbies	Boys	Girls	Total
Sports	12	3	15
Music, etc.	3	0	3
Reading	1	2	3
Fishing	9	6	15
Arts & Crafts	2	2	4
Flower Arrangement	1	0	1
Mechanics	3	0	3
Housework, sewing, cooking	0	6	6
Other	1	2	3

TABLE 4

Most Frequent "Likes" of Students according to parents

Rank of "Like"	Boy	Girls
1	Sports	Clothing
2	Money	Food
3	Clothing	Food

TABLE 5

Most Frequent "Dislikes" of Students, according to parents

Rank of "Dislike"	Upper Half DAT Group	
	Boys	Girls
1	"Cleaning up"	Housework
2	Housework	"Cleaning up"
3	Being forced to do anything	Being forced to do anything

TABLE 6

Number of Students with one or more Hobbies and Interests
Indicated by Parents

Number of Hobbies & Interests	Boys	Girls
1	19	13
2	8	10
3	11	6
4	12	6

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

TABLE 7

Future Choice of Selected Population

Choice	No. of Students	
	Boys	Girls
Graduate School or Higher Voc./Tech.	1	2
Four year College	2	2
Two year College	5	7
High School	6	5
Junior High School	2	1
Not responding	2	0

METHODOLOGY

Phase I - Administrative Exploration and Approval

Though the author had established broad parameters with the Principal and the Assistant to the Superintendent for a targeted population to be included in a 3-year project designed to raise the aspirational levels of selected students towards higher future career choices, it was necessary and desirable to build an organizational team from the school staff so that the project would receive "ownership" from several significant others. The project could not be "The Author's" Project.*

The Principal and his administrative staff met with the author in several sessions to discuss the impact of such a project on a staff. Questions to be resolved were:

1. How does one choose the most appropriate staff to carry out the project?
2. If we cannot compensate the staff, how do we ensure a "lasting" volunteer corp?
3. Should we limit it only to 7th graders?
4. What if the staff that emerges cannot accept the limitation to underachieving Black and Italian youngsters?
5. The data is somewhat "finger-pointing" at our staff? How do we mediate the distress?

Decisions made were as follows:

A brief description of the project, its goals (Appendix F) and the perceived need for it would be distributed to the Pupil Personnel

*Note: This was a good resolve as the author moved to a district-wide administrative position after the project was underway.

Services staff in late November. Following an opportunity for each staff member to read it, the Principal called a meeting just after the Thanksgiving holiday.

Present at this meeting were the two Assistant Principals, the School Psychologist, the School Social Worker, the Guidance Staff and the two grade Deans. In addition, was the Coordinator of Guidance at New Rochelle High School.

Concerns similar to those raised in the smaller session (1-5) were raised by this larger group. More significantly, was the question of how were we to determine (a) whether or not our efforts would make a difference; (b) politically, could we afford to predominately concentrate on Black and Italian youngsters; (c) the School Psychologist raised several times whether or not the S.E.S. of the population was "where it was at" and could we turn that around.

The Principal emphasized that the project was a three-year project; that while the evaluation necessary for the author's Practicum would be welcomed, he, with the author, (serving in the role of evaluator once the project was implemented) would seek outside funding to build a support system for the project which would include longitudinal evaluation.

In addition, the Principal of the high school was committed to a follow-through effort on the selected students once they reached the high school.

An analysis of the data collected on graduates of New Rochelle High School, showed a large percentage of Black and Italian youngsters not achieving or aspiring for higher career choices. The group agreed that since the analysis showed that the Isaac E. Young Jr.. High School

students had a significantly high proportion of both low aspirational choice and low academic achievement, it became important to recognize and attempt to resolve a need.

In the subsequent decisions with the small group, research was presented (see Review of the Literature) which showed significant findings relating to S.E.S. and achievement, out-of-school factors related to achievement, peer influence related to achievement and other important variables.

The group subsequently agreed that the project was worth a "try." The Principal indicated that he hoped to have one of the P.P.S. members volunteer for Project Leader.

The group agreed to serve as a task force until the project was implemented with a leader and a program staff. In the meantime, the Principal would announce the project and then provide the staff with the same opportunity to peruse the description of the project, its goals and the perceived need for it.

At the next faculty meeting there would be an opportunity for discussion, questions. Task force members might informally answer any questions if approached by a faculty member now that they felt better informed.

1. The decision was made to recruit volunteers from the faculty meeting; to indicate that, at the present time, there were not funds but that outside funding was being sought.

2. The decision was made to limit the project to 7th graders only. The Principal was strongly in favor of limiting the number of students to less than thirty.

Phase II - Search For Funding

Small group meetings had taken us through the month of December. (A short month due to Christmas vacation and snow days). While the author was anxious to get the project underway, she was pleased at the opportunity for all parties at the school level, the high school level and the district level, to be fully informed of the clear intent of the project. Though implementation was delayed by two months, when the project began, it was on a higher enthusiastic note.

While waiting for the faculty meeting and response from faculty, the author explored with central office the possibility of funding. Exploring with the Administrator of State and Federally Funded Projects and the Principal for District-wide Services, a Letter of Intent was submitted on December 5, 1974 under E.S.E.A. Title III. (Appendix G)

The project was described as follows to the E.S.E.A. Title III. office:

City School District of New Rochelle

Project REACH

1. Need:

This Letter of Intent addresses itself to the gap, as outlined in the New York State Goals for Elementary, Secondary and Continuing Education, "between capabilities needed for occupational success and satisfaction in a modern society, and the capabilities possessed by many individuals, such as persons who have completed or left school without adequate preparation for employment and/or further education; and persons who require training or retraining.

The Isaac E. Young Junior High School is one of two junior high schools in New Rochelle. It has a wide concentration of multi-ethnic cultures since it draws from elementary schools whose population represents Asian, African, European, South American and Middle East Cultures. There is a considerable Black minority, a large Italian community, and a growing number of students entering the school system to whom English is a second language. Although New Rochelle has the image of a middle class suburb, it possesses all of the characteristics of a large urban school district.

The gap mentioned above was identified by the school Language Arts Chairman and Principal through results obtained from use of the Battele instrument which perceived the lack of aspiration of students and parents, the inadequate communication between parent and school, and the poor achievement of the students. In addition, a comparison of achievement, honors and high school placement of these youngsters at the high school level showed that 50% failed to graduate, 95% ranked in the bottom quartile of each graduating class, and 85% were from the low income census tracts.

2. Problem:

In spite of previous attempts, the school has not achieved its goal of:

a. coordinating efforts among various departments in the school to mobilize the full potential of resources to deliver collaboratively the kinds of service needed to alleviate the concerns as cited in the needs assessment.

b. effectively working with parents across the home/school setting.

c. creating a "learning society" link between the home and school.

d. offering these students a solid, continuing program of personnel and group guidance so that students are assisted in forming strong educational and vocational goals through reading, discussion, counseling, and particularly through contacts with persons from the total environment who have found meaning and self-fulfillment in life.

3. Solution:

The formulation of a school-wide program which will provide dual thrust components; parent effectiveness, guidance and training by support personnel from our school and community; concerted efforts to provide a program which links all forces that impinge on the students' development - home, school and community.

A major focus of the program will be a "donning" system patterned after the Oxford University system. Staff will be recruited from within the building and the community to serve as tutor - counselors, resources for skills building, and as a resource and support system for parents. We perceive the organization framework as one of orbit groups encompassing 10 - 15 students and their families.

Program strategies, and processes will be developed for these family groups on a dual level in school and evening family activities.

Such a thrust will enable all (parents, staff, students community) to become both teachers and learners.

This dual thrust will enable the Isaac E. Young Junior High School to establish a more cooperative and credible partnership with parents in establishing self goals, designing solutions and raising expectations for this population of students.

Several projects were submitted at the same time; therefore, REACH was in competition from within its own school district. A response from the Disseminator Aide at Title III. (Appendix H) indicated that we had not been funded.*

This did not discourage the task force; they were ready to proceed.

Simultaneously, Alta Meeks, the Key Guidance Counselor for the school, William D'Andrea, the School Psychologist and Max Moretti, Unit Chairman, had volunteered to staff the project. Mr. Konoshima, the Principal, selected Alta Meeks as Project Coordinator.

Phase III - Faculty Input

The January faculty meeting provided the opportunity for the entire staff to raise questions about the validity and promise of such a project. The project was favorably received by the faculty, although they, too, raised the questions of how seriously could we "limit the effort to Black and Italian students," or "weren't there many more than 20-25?" "what criteria would we use for selection?"

The staff was informed that final criteria would be worked out by the Project Evaluator, the Program Staff and the Principal, himself. However, the Principal made two requests of the staff: (1) that any teacher who desired to work with Mrs. Meeks on a voluntary basis, see him after the meeting; (2) that all the grade teachers submit a list of those students who they felt were capable but were either undermotivated or underachieving. Teachers could use their judgments. Three teachers volunteered after that meeting, thus increasing the Project Staff to

*Note: The funds were extended only for a year.

three teachers, one psychologist, one administrator and the Project Leader.

Phase IV - Program Committee Planning

After several planning sessions, the entire seventh grade faculty met with the Project Staff on February 7th. The results of that meeting were shared as follows:

February 7, 1975

TO: Mr. Isaku Konoshima, Principal

FROM: La Ruth Gray, Evaluator
Project REACH

The "sharing" meeting of February with seventh grade faculty members generated several questions which might form the basis for some small group discussions with you and the Program Staff.

Mrs. Meeks outlined the scope of the project, indicated the basis of the Needs (primarily the data worked out cooperatively with Dr. Gaddy's staff and myself) indicated the basis of criteria for selection of students and their families and requested further input from staff.

Sixteen 7th grade faculty members were present. There was an adequate P-ratio, only 4 of the 16 were passive during the meeting.

Questions generated by the faculty were as follows:

1. "Are you looking for Black and Italian families only?"
2. "Are they (the students) going to stay in their regular classes?"
- *3. "Will the students be aware of what is going on?"
- *4. "Can we select students who 'seem' able; who 'seem' to be working up to their total potential but might go further with this kind of support?"
5. "Will we start a new group each year?" (Mrs. Meeks' response indicated we would follow this group through the high school. Decisions about a new group will have to wait.)

- *6. "What specific things are you planning to do with parents?"
 - *7. "Will classroom teachers be able to work with the chosen parents also?"
 - ***8. "You have specific data on Black students, only trends on Italian students; can you provide specifics on the performance of Italian students from the classes of '73 and '74?"
- * - These questions need to form the basis for further discussion among the Program Staff.
 - *** - I will secure data through the cooperation of Dr. Gaddy's office.

Mr. Moretti and Mrs. Meeks assured the staff that the purpose for the skeleton approach was to provide an opportunity for legitimate faculty input into the planning decisions of the committee.

After the meeting, 2 of the 16 - 7th grade faculty members agreed to join the Program Staff.

One of the staff members questioned whether it was possible to work with "these" parents. It seems to me that one of the assumptions of the Project is that working directly with parents is an alternative support system in addition to our present efforts with these youngsters and that the Project must evaluate very carefully that assumption.

February 13th was set as the "cutoff" date for selections of students and their families.

LG:br

cc: Mrs. Meeks and Program Staff (5)

Dr. James Gaddy, Principal of New Rochelle High School
Mr. Richard T. Olcott, Assistant to the Superintendent
for Instructional Services

Names began to come in; as a result the 7th grade staff began to take an active interest in the program; though only three additional teachers subsequently volunteered, the opportunity to "share" concerns about youngsters in a positive vein was contagious.

The Program Staff addressed itself to the questions #3, #4, #6 and #7 in a followup meeting on February 14th. It agreed to

share directly with parents and students, the PURPOSE of the Project; decided to leave final selection criteria to the Evaluator and other Pupil Personnel Services members; agreed to outline specific activities for parents prior to first meeting; but agreed to allow parents the opportunity to provide feedback as to what they might like to happen in the evening sessions.

On February 25th, the Project Staff met. The following memorandum shows the results of that meeting:

February 28, 1975

TO: Mrs. Meeks, Coordinator)
 Mr. D'Andrea, Psychologist) Project REACH
 Mr. Moretti, 7th grade Unit Chairman) Staff

FROM: Mrs. Gray, Evaluator

RE: Meeting with Program Committee

A record of your meeting with REACH Program Committee on Tuesday, February 25th, shows an initial selection of 66 students drawn from close to 100 names.

Discussions was varied as to criteria but some internal consistency was finally determined by the group.

As a result of our meeting on Wednesday, February 26th, we reached this final consensus on selective criteria.

1. Students who show potential from all collected data* and teacher perception for high academic achievement but who are underachieving.
2. Students who need a strong push to seize the opportunity to pursue academic challenges or higher technical goals.
3. Support for certain students based on Pupil Personnel judgments.

We further agreed that we would collect all available data; I would design an instrument for same; and that the Program Committee would become involved in the collection; and, finally, that we would hold all new names until this process was completed.

Work Load Projection

1. Begin to determine date for first meeting with parents and the agenda of that meeting.
2. Assign a Program Committee member to the task of designing projected activities with parents.
3. Check the feasibility of using our own staff or an outsider to synthesize the goals of the Program for parents at the first meeting.
4. Assign a committee member to crystalize concrete objectives (based on generic objectives of the original proposal) for the remainder of the school year.....I will work with him/her.
5. Determine appropriate pre-post test instrument for measuring outcome or those specific objectives.

I would suggest that data on students on existing list be returned no later than Wednesday, March 5th; that another meeting of the entire Program Committee be convened March 6th to take a look at the Work Load Projection; make decisions and set dates for completion of tasks.

I will provide input for #'s 2, 4 and have available at the March 6th meeting instruments for you to look at and make further decisions.

LG:br

cc: Isaku Konoshima, Principal (I.E.Y.)
 Dr. James Gaddy, Principal (New Rochelle High School)
 Richard T. Olcott, Assistant to the Superintendent
 Members of the Program Committee

Phase V - Joint Collaboration In Selection of Students

The Project Staff agreed that the Program Committee would divide the 66 names among themselves and the Project Staff to collect the data on each student. The decision was made in order to provide each of us with the opportunity to crystalize on thinking about "who" should be selected. In order to collect the data in a form that would make analysis and synthesis workable, the form Table I was designed. The procedural framework is spelled out in the section which discusses "population."

TABLE 8

Student	Anecdotal Notes from Elementary Teachers	Report Card Grades	
		1st Marking Period	2nd Marking Period
L. Thorndike	Anecdotal notes from a present 7th grade teacher.	English	
Reading Comprehension		Social Studies	
Iowa Test Basic Skills		Science	
Math Concept		Biology	
Stanford Diagnostic:		Math	
		Music	
		Band	
		Choir	
		Language	
		Arts	
		Physical Ed	

Criteria:

Students who show potential from all collected data and teacher perception for high academic achievement but are under achieving; students who need a strong push to seize the opportunity to pursue academic challenges; students who have good native intelligence but are "raw" in perceptual skills; students who have negative self-concept and/or lack of interest in anything complete relating to the future.

Phase VI - Planning For Implementation

Once the thirty-two students were identified and selected, the staff met to discuss the actual implementation of the program. As another vacation session was "eroding" time, staff agreed (if it could maintain parent and student interest) to meet weekly for the remainder of the school year. The initial meeting was set for April 1st. The staff proceeded as follows. The thirty students were gathered for a seminar on March 20th (2 days before vacation) to share the possibility of the Project. Discussion centered around parents and students attending evening sessions, student group work, possible family outings and other possibilities. Students were simply told that a review of their records indicated that they were not achieving in school at the level "we thought they should." Students were receptive but somewhat in awe of what was intended.

Staff requested that they alert their parents to a letter to follow.

On March 24th the following letter went out to all parents of students selected. Telephone calls followed (with each staff member taking 4/5 parents each) over the weekend prior to the April 1st meeting:

ISAAC E. YOUNG JUNIOR HIGH SCHOOL
270 Centre Avenue
New Rochelle, New York

Project REACH

March 24, 1975

Dear Mr. and Mrs. _____

We are making an effort to determine what can be done by both parents and the school to raise and maintain high academic

achievement levels of students with high potential within our school. This pilot program is called Project REACH.

Your son/daughter _____ has been selected to take part in Project REACH at Isaac E. Young.

We are aware of your concern and interest in the education of your child. Perhaps you have at times asked yourself:

Is my child learning to his potential?
Is the school doing enough to help?
Am I doing enough to help?
How can I as a parent work together with
the school and my child more effectively?

The purpose of Project REACH is to help the student, parents, and school work together. We know your child is capable of good academic performance. The goal of Project REACH is to help the student make the most of his junior high school and high school education, by providing effective resources for both parents and student.

In order to tell you more about Project REACH a meeting will be held on Tuesday, April 1st, 1975, 8 p.m. - Teachers' Cafeteria.

More detailed information about Project REACH will be given at this time.

Within the next few days we will call you to find out if you can attend.

Sincerely,

Project Staff of Project REACH:
Alta C. Meeks
Max Moretti
William D'Andrea

LG:br

Approved: _____

Isaku Konoshima
Principal

Phase VII - Implementation

Mrs. Meeks, Key Counselor, met with all staff prior to April

1st to outline the actual implementation of the Project.

A. All evening meetings in the form of workshops would begin Tuesday, April 1st and continue until Tuesday, June 3rd. This would total ten evening sessions for parents and students.

B. Most student and parent workshops would be held separately in adjoining rooms. However, all sessions would begin and end together. It would also be necessary to have several joint sessions.

C. The staff, including the Coordinator, would rotate as discussion leaders among the group.

D. The staff would provide refreshments and facilitate beginning and ending the workshops on time.

E. The staff mapped out the following tentative workshops and agreed to make plans available to parents at the first session, if necessary. An agreement was reached to change the content of the workshops if the project members desired substitutions.

	<u>CONTENT</u>	<u>AUDIENCE</u>
Session I (April 1)	Introduction and Purpose Opportunity for feedback Mini Workshops Information Session	Students and Parents
Session II (April 8)	Peer Influence	Students and Parents
Session III (April 15)	Workshop-Communication Skills Workshop-Communication Skills	Parents Students
Session IV (April 22)	Workshop-Communication Skills Workshop-Decision-making Skills	Parents Students
Session V (April 29)	Workshop - Self Concept Workshop -Decision-making Skills	Parents Students

	<u>CONTENT</u>	<u>AUDIENCE</u>
Session VI (May 6)	Workshop-Problem Solving Process Workshop-Decision-making Skills	Parents Students
Session VII (May 13)	Workshop- Guidance Drama (Role-playing)	Parents and Students
Session VIII (May 20)	Workshop- Conflict: Alterna- tive Ways of Dealing Workshop-Decision-making Skills	Parents Students
Session IX (May 27)	Workshop - Open	Parents and Students
Session X (June 1 or 6)	Family Picnic or Outing	

A detailed account of each workshop follows:

Table 2 - shows the Organizational Chart of the REACH staff.

The high school Pupil Personnel Services staff was represented on several occasions. The Principal attended five of the nine sessions.

Attendance of Project participants will be found in the Results section of the Practicum.

Session I -Parents and Students Introduction and Purpose

Welcome
Purpose of REACH
Need for REACH
Questions/Answers

Isaku Konoshima
Alta Meeks
La Ruth Gray
William D'Andrea/Max
Moretti

Mini Workshop

Students: The students were then grouped to work with one of the teachers on the following mini workshop:

Objective: To elicit from students concerns about school, valuing on reading, achievement motivation.

To enable students to begin to perceive the thrust of REACH.

1. How much do you participate in class? Why? Why not?
2. What things help you participate in class? What things don't?
3. Do you read many books? Which ones? Why? Do you share many books? Which kind? Why?
4. How long can you stay with a task? Why? Why not?
5. To what extent do you become upset over mistakes?
6. In terms of your future --
 - a. What hope of success?
 - b. Planned actions
 - c. What obstacles do you see interfering?
 - d. What are your feelings about failure?

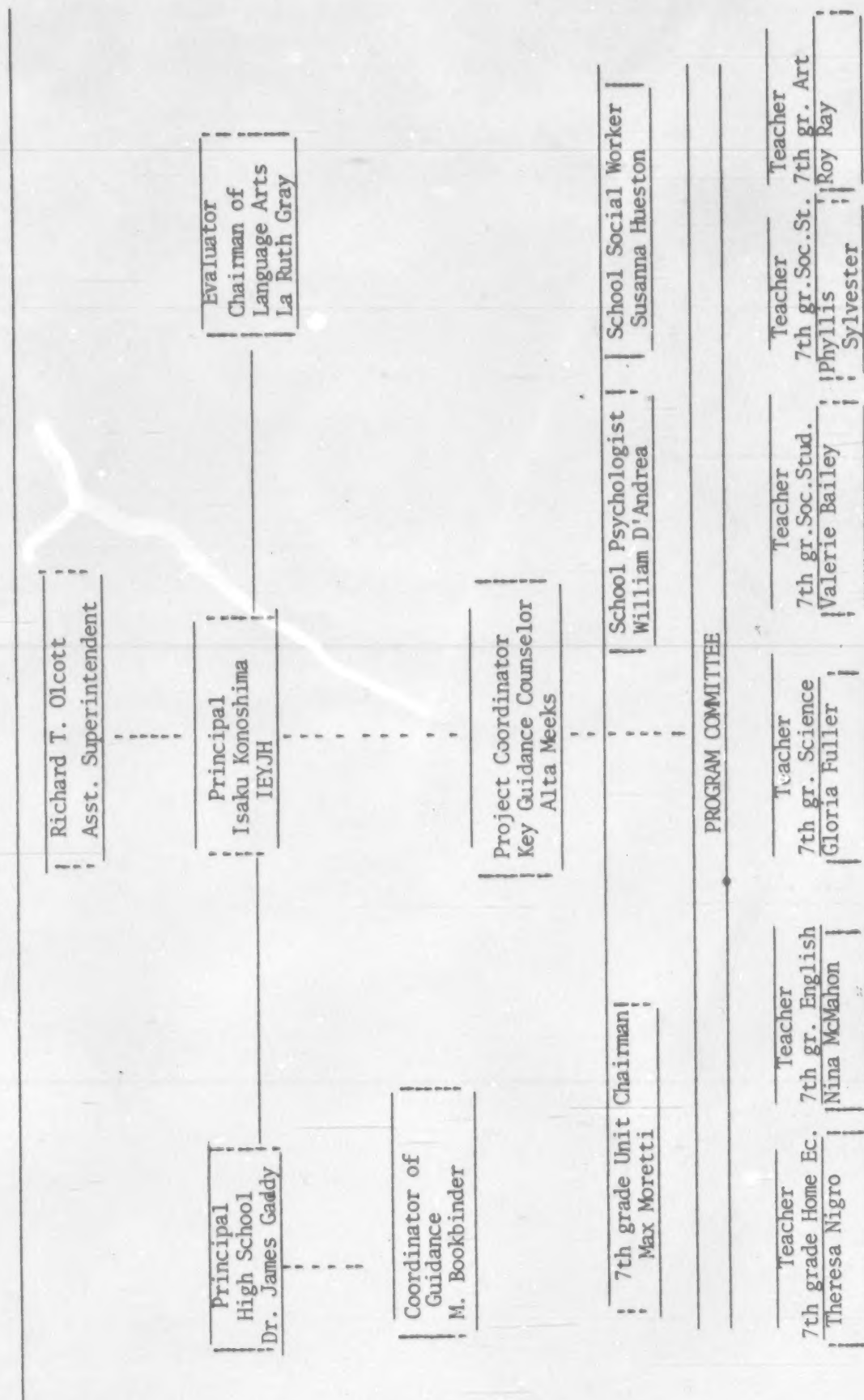
The above questions were fielded in a group discussion by a skilled teacher. When the student group reported their findings to the larger group, the following concerns emerged:

1. Students were most concerned about peer pressure.
2. They viewed themselves in relationship to their friends' perceptions.
4. They desired more interaction with their parents.
5. They were most uncertain about their future.
6. They did not value outside reading.

Parents: The parents were broken into small groups. A staff member facilitated the discussion in each group. Parents,

TABLE 9

STAFF OF PROJECT REACH



after convening in their groups and through a group dynamic technique, introduced to each other, were given the following "working paper" to respond to. Leaders were instructed (1) to explain concisely and briefly why we had broken the large group into smaller ones; (2) reassure the parents that the purpose of the small group is to provide feedback to the Project staff so that we might phase in actual concerns of parents and students; (3) to use the brainstorming model to elicit answers to questions; (4) record feedback; (5) choose someone to report feedback to larger groups; (6) to keep all notes for program planning sessions.

Project REACH
April 1, 1975

Parents, the following questions and activities are designed to provide useful information for ourselves in shaping the program. While we have a tentative program outlined for you, we would like to make certain that we're providing workshops that you'll find beneficial.

Questions:

1. A brief talk-around in which parents say school should be
2. A discussion which elicits from the parents examples of what goes on in the math class as opposed to what they think should go on.
3. I have difficulty in understanding aspect of my child's schoolwork.
4. I would like help in learning about activities that will enable me to keep my child
5. I'd like small group training sessions in
6. I'd want to know more about

7. What kinds of topics about school does your child share with you.

8. Finally, if there's time, the leader should find questions that get parents talking about expectations of success for their children.
(Goal setting -- what success is)

Questions #1 and #2 enables the staff to elicit from parents their understanding of what goes on in school.

Question #3- 6 enables the staff to elicit from parents where they perceive support needed in helping or supporting their children.

Question #7 enables the staff to determine what kind of interaction takes place at home.

Question #8 enables the staff to elicit achievement motivation status in the group.

These discussions provided us with group patterns. We needed to validate the assumptions made as a result of the original need study and the review of the literature.

When the small parent groups reported to the larger groups, the following patterns of responses emerged.

1. Parents did not understand or really know what was expected of their students in the classroom. "What's going on in school?"
'Seems kids and teachers are always fighting."

2. Parents desired specific ways to work with their children at home.

3. Parents desired to work and talk with other parents about "How to get children to listen, share and talk to us." Specific comments: "Can you help the kid if he won't let you?" "How do we avoid roughing it with the child so that we can work as partners?"

"How can we help them to stop looking at so much television?"

4. Parents unanimously concerned about "peer influence."

5. Parents wanted an opportunity to discuss socialization of their youngsters. Did they get along with others?

6. Parents, on the whole, wanted their kids to get a good education but only approximately 1% had specific goals in mind. The staff then showed the tentative outline of workshops; asked if based on what had come out of these meetings, the thrust of these workshops seemed appropriate. After some discussion and clarification, parents and students agreed. They requested, however, that "Peer Pressure" be the topic of the next workshop

Session II - Parents and Students
Theme: Peer Pressure

Introduction: Brief Review of Last Week's Meeting

Review and Purpose of Program: Mr. Konoshima, or Meeks or Moretti

Film: Teen Age Relationship Family and Friends
Introduced by: William D'Andrea.

Group Sessions to discuss - Peer Pressure.

Leaders - Adults -- Parents
1. William D'Andrea
2. Mrs. S. Hueston
3. Alta Meeks
4. M. Moretti

Student Leaders - Mrs. V. Bailey
Mrs. N. McMahon
Mrs. G. Fuller
Mrs. P. Silvester

Summary - Coffee

Mrs. L. Gray - Evaluator

Next meeting: April 15th.

William D'Andrea introduced the film - "Peer Pressure." The film told the story of youngsters (boys) ages (12-15) who were a formed group riding skate mobiles. One youngster left the group to join a girlfriend. The group placed all kinds of pressure on him not to leave the group. Finally, there were group pressure to have a fight. This student engaged in the fight - even this young student withstood the pressure and remained with his new-found friend.

After the film the students met in separate groups; parents also met in small groups. The following suggested approaches were given to the group leaders:

1. Have group define peer pressure.
2. List forms of behavior parents consider peer pressure.
3. Ask what "things" did you do as "teenagers" that made you react to peer pressure.
4. How do you view your child or children reacting to pressures of peers.
5. What do you see your child do that makes you think he is reacting to peer pressure. Be specific -- try, if you can role playing.

You may want to discuss value system, fads and fashion.

The group reassembled with summary by William D'Andrea, School Psychologist.

Group Activities:

1. List of behavior they considered were results of peer pressure.
2. What are some things you did as an adolescent that made you perform to peer pressure.

3. What do you see your child do that makes you think he is responding to peer pressure -(consider role playing).

4. Group examined their (adult) value system - as compared with today's considered value structure.

Group actively participated in the discussion. The parents stated that they now saw the need for communication with students and this was scheduled as the next topic.

Students' activities were directed as follows:

1. Film - discussion of examples of peer pressure.

2. Do students consider peer pressure to be a major problem? Why or why not? Why do parents think it is so important? What can you do to ease their concerns?

3. Open ended story ...

John Jones is a 7th grade student. Recently, he has begun to spend time with a new group of students. They are friendly to John and he likes many of them. Often, however, this group has gotten into situations that have meant trouble. They have been seen throwing eggs at cars, lighting firecrackers in a nearby apartment building; some have been suspended from school for class cutting.

Today, during lunch period, some of the group members tell John to meet them in a lot near his house after school. It seems the boys plan to gang up on another student named Paul who they say has "gotten them into trouble,"

John tells the boys --

If John agrees to meet the boys after he gets home, what should

he tell his mother, if she asks where he is going.

4. Vote..

Parents should know who their children's friends are --

YES NO

Parents should know where teenagers are going when they leave
the house --

YES NO

Discuss results of vote and reasons for opinions.

Following is a listing of the peer pressure activities that the
students discussed as problematic:

- | | |
|---------------------------|---------------------------------|
| 1. Dress | 6. Drinking |
| 2. Smoking | 7. Drugs |
| 3. Study habits | 8. Stealing |
| 4. Playing around | 9. Letting others copy homework |
| 5. Cutting classes | 10. Classroom behavior |
| 11. Fighting to save face | |

The group agreed that they wanted to pursue their questions
further. The teacher who was doing the large group facilitating,
suggested that they explore together the entire question of decision-
making. The group agreed to this as the workshop topic for April 15th.

Session III - Parents
Workshop on Communication Skills

Introduction of Larry Byrd -- Mr. Konoshima

Workshop: 8:00 - 9:30 P.M. -- Feedback: 9:30 - 10:00

Coffee -- Comments on questions sent home: La Ruth Gray

Mr. Byrd began the workshop by providing the following playlet

16

16

Zifferblatt, Steven M., Improving Study and Homework Behavior;
Champaign, Illinois: Research Press Company, 1970.

for each attendant's perusal:

THE
AMERICAN
TRAGEDY

Act One: Scene One

Setting: The living room at 7:30 P.M. Father reading newspaper and son watching television.

Father: "When are you going to do your homework?"

Son: "Don't worry about it, Pop; I'll get it done right after this program."

Act One: Scene Two

Setting: The living room at 8:30 P.M. Father watching television and son watching television.

Father: "You said you were going to do your homework right after this program."

Son: "Look, will you get off my back? I'll get my work done before my classes in the morning."

Act One: Scene Three

Setting: The living room in the evening a few weeks later.

Son: "Pop, I'm not doing too well in school. I just can't seem to get the hang of Spanish. It's driving me nuts. As a matter of fact I failed it for this marking period, but I did get by in my other subjects!"

Father: "You keep on handing me the same old story, but I know darn well that you have the brains to get better grades. You're just lazy and I'm going to fix your wagon once and for all. No television! No going out in the evenings for one month and I'm cutting your allowance! After dinner you are to go to your room and study until bedtime!"

Act Two: Scene One
 Act Two: Scene Two
 Act Two: Scene Three

Exactly
 the
 SAME as
 ACT ONE

does the
 AMERICAN TRAGEDY
 sound
 a little
 familiar?

The parents then responded to the following assumptions:

- | | | |
|---|--------------------------|--------------------------|
| 1. Your child is not at all worried about his grades, homework and study habits because he has an indifferent attitude toward school. | ☐ | ☐ |
| | True | False |
| 2. The reason he jumps on your back and snaps at you when you mention school, or grades and studying is because you have hit upon a sore spot and he is sensitive about it. | ☐ | ☐ |
| | True | False |
| 3. There's some kind of connection between your son's work at school, his social relationships and his interaction at home with his parents. | ☐ | ☐ |
| | True | False |
| 4. Your consistent questioning and nagging always helps your child in doing his homework. That's why you do it. | ☐ | ☐ |
| | True | False |
| 5. Time, logical thought, a calm attitude and past experience are behind your treatment of your child's difficulty in doing his homework. | ☐ | ☐ |
| | True | False |

Mr. Byrd proceeded to facilitate conversation around "Hearing the Message." The group participated in the following exercise:

PRACTICE EXERCISE: HEARING THE MESSAGE

Directions: Before you can feed back a sender's message, you must hear it. The message is usually suggested by, but is sometimes not literally contained in the sender's code. To help yourself cut through to the essential message, read to yourself the pieces of code in this exercise as if you were the speaker. Then listening with your "inner ear", write single words or short phrases in the answer column that might sum up the message...feelings, desires, insights, needs, etc. Ask yourself, "What did the sender want me to know?"

OTHER PERSON SAYS (THE "CODE")	HIS MESSAGE IS
1. Man, did I get it from my wife last night! I've given up trying to figure her...seems I'm never right as far as she's concerned	
2. Ted, I really like the way you dress. You don't make any more money than I do, yet you always look so well dressed and prosperous.	
3. I've worked for the company 24 years now. I've given them all I've got. I've never shirked my duty and I went through the tough years with them, never complaining about my pay. Now they tell me I have to step aside and let a younger man take over. It's darned unfair!	
4. I don't really care if you are my brother. Get off my back or get out of my life!	
5. Mom- why do you and Dad drink so much when every time you end up in a fight and you say such terrible things to each other?	

OTHER PERSON SAYS (THE "CODE")	HIS MESSAGE IS
6. Since my surgery I'm bushed all the time. I have no energy, I'm hurting most of the time and I've lost my zest for living.	
7. Do you realize it's three in the morning? I don't like being awakened at this hour even if you are my client. If it's a big problem, I guess it's okay to talk, and ...besides, I'm wide awake now.	
8. As I look back on what I did, I just can't feel it was me. I should not ever have treated Nina that way.	
9. Do you mean that you think I should go back and just tell him to his face? Won't that make him upset at me?	
10. I'd like to check with you again on this problem you gave me. I've got an answer to it, but I don't know, maybe it's goofy. You've got more experience than I ever will have on stuff like this.	
11. Sweetheart? I've got some bad news that I just can't believe. I've lost my job.	
12. My boy won the Best Athlete Award at his school. What do you think of that? He's a real boy all right. But tell me, how do you make your boy study? Maybe we've let Tim get by.	
13. Every time that "dirty old man" smiles at me I get the same sick, sinking feeling in my stomach. I know what that smile means and I know, too, what he wants.	
14. All right, I said I was sorry, didn't I? What more do you want me to do? I know I was wrong.	

Parents were enthusiastic; the next session was designed as one in which the parents would explore The Language of Unacceptance 12 Roadblock to Communication. (Appendix I)

(Students) Session III -What Are Decisions

Objective: To enable students to identify points in decision-making. Have student read the following piece. Then, break into the small heterogenous group. Teacher volunteer should be decision leader.

The discussion should be designed to help students come up with a definition of what makes a decision an important one to a person. Come back to large group for consensus.

To Decide or Hang Loose: The Question

The alarm goes off, bringing Mike out of dreams to the reality of another school day in April of his 7th grade. Ugh - the day of the math test, course registration day, and his speech in English class. "If I didn't brush my teeth or wash my face, I could have two more minutes in bed," Mike thought. But then he changed his mind, thinking about what he would be doing that day. After cleaning his teeth and face, he walked to the closet to select his shirt for the day. "This one won't make it with the kids in my class; this one won't please my English teacher who is judging my speech; this one won't pass my mother in the kitchen, but this one might please them all." So it went, as he brushed his hair, on the way to the kitchen.

If he didn't take time to eat anything, he would have some extra time to look over his math before his test. But he knew he never thought very well when his stomach was growling, so he grabbed some toast and orange juice before leaving for school.

First period he had his math test. This test would make the difference between a C or a B for this quarter, but he hadn't thought about that too much when he had time to study. Some of the questions were fairly easy. Some, he found, were tricky. Pete, the "brain" of the class, was sitting across the aisle from him, and his paper was exposed. Mike could see Pete's answer to that fourth problem, but looked away and continued working on it himself. Oh, well...he'd get the grade he deserved.

During his free period he decided to go to the counselor, instead of meeting with his friends. He had to make up his mind whether he would take shop next year or French. Shop of the kind he wanted wouldn't be offered in high school, but French 1 would be harder if he waited to take it in the tenth grade, the counselor told him, adding that the decision was up to him. Ya, gee... always up to me! He already had a heavy academic load for next year, so he thought he would take the shop course.

Thinking that most of his decisions for the day were over, he went to English class, getting into the mood for his speech on drugs and teenagers. He had worked hard on it and had practiced on every member of his family. Then Miss Carroll announced that there was only time for three of the four speeches. She asked who would rather leave his until tomorrow. If Mike did, he would have still more time to practice, but if he didn't, he would worry about it that night. He told Miss Carroll he would like to give it that day.

At noon, some of his buddies wanted him to go to the park with them during lunch. Some others wanted him to play on the softball team. He wanted to do both, but he guessed he wanted to play ball more. He hoped he hadn't made his other friends mad.

When school was out he knew he had a science quiz the next day, a social studies report due in two days, and an invitation to play tennis with Bob - a great player - after school. He had promised his mother he would clean the garage and practice his trumpet today. So what was he going to do? Which was most important?

After dinner he had a phone call from his friend, Frank, asking him to go to the baseball game Saturday. He had already told his Dad he would go fishing at the cabin. His Dad didn't have many weekends free, but he wasn't always asked to a baseball game either. He told Frank he'd let him know.

Two hours left before bed. His favorite TV program was on, and he had that quiz tomorrow. Could he get by in science without studying for the quiz? What would that do to his grade?

At 11 p.m. he fell into bed, exhausted from all the things he had to decide during the day. He thought of those waiting for him tomorrow. Life was just one decision after another!

Mike had a busy day, but probably not too different from those of other 7th grade boys. The following is a list of decisions he had to deal with throughout this day in April:

1. To get out of bed -
2. To brush his teeth and wash his face -
3. What shirt to wear -
4. Whether to eat anything for breakfast -

5. To go to class, or school, that day -
6. To cheat on his math test -
7. How to spend his free period -
8. To take shop or French next year -
9. To back out of giving his speech in English-
10. To go to the park or play ball during lunch -
11. To play tennis after school, or clean the garage and practice the trumpet -
12. To go to the baseball game with Frank or fishing with his father -
13. To watch the TV program or study for his science test -
14. To watch the TV program and stay up longer studying -
15. To go to bed.

There was a discussion designed to help students come up with a definition of what makes a decision an important one to a person.

SESSION IV Students

Valuing Skills As They Relate To Decision-making

Objective: To enable students to recognize valuing.

Begin discussion with the following quote: "To have one value ...

¹⁷
is to be a machine." Ask students what it means, discussion

then should center around the following concepts:

- a. the inability of persons many times to know what they value;
- b. how does one clarify values, examination of values, short-term, long-term;
- c. what factors influence values.

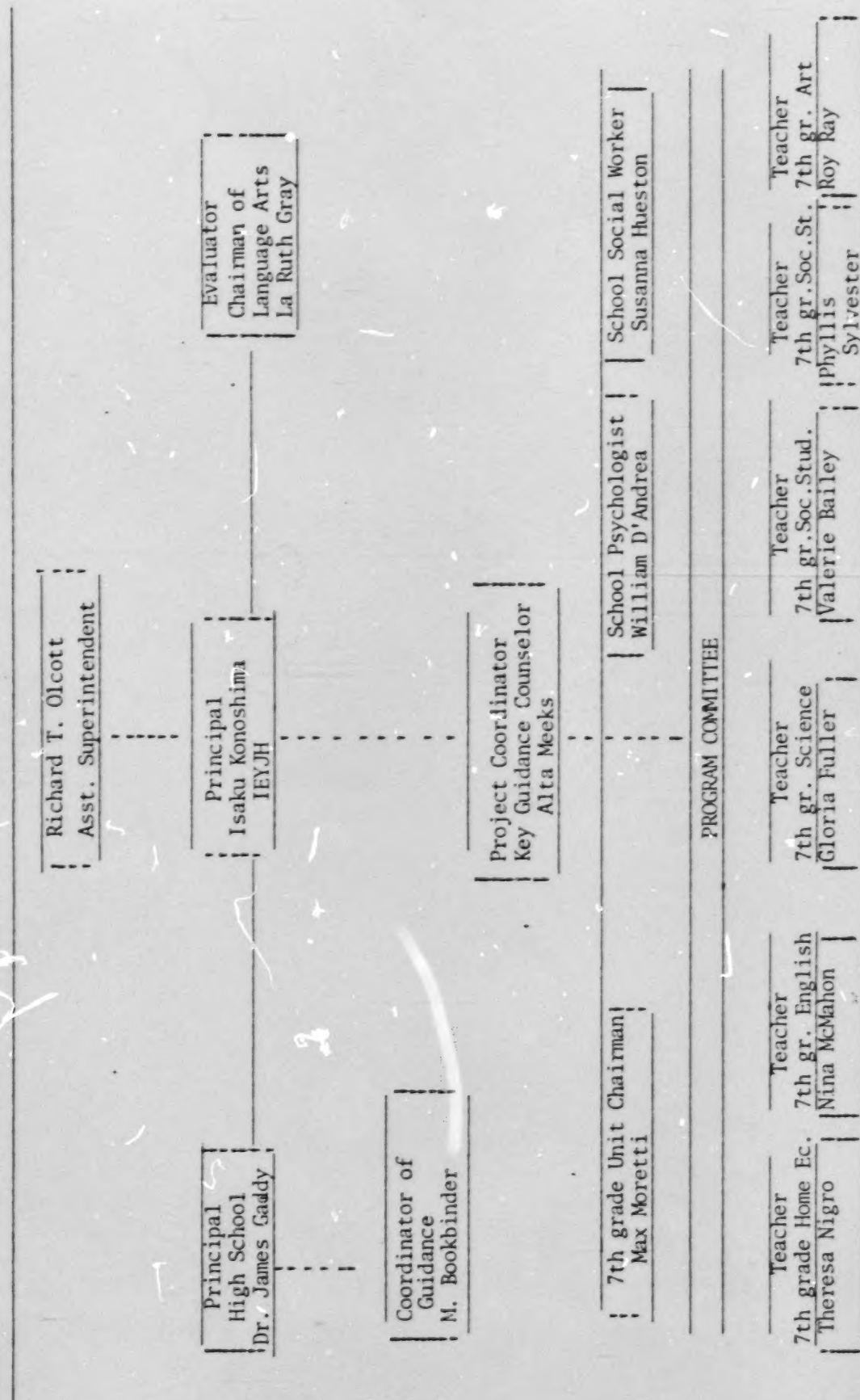
Use of the following material may enable discussion leader to "focus" in on the objective for the session.

¹⁷

Charles A. Reich, The Greening of America, New York: Random House, Inc., 1970, p 91.

TABLE 9

STAFF OF PROJECT REACH



RECOGNIZING PERSONAL VALUES

During the course of Mary's junior year in high school she did a lot of things. She made decisions (some that she thought about, others that she didn't). Mary, at age 16, had certain values. Can you identify them in order of importance based on the following information?

Mary registered for French, English, advanced math, social studies, art, physical education, and government. At the beginning of the year she joined a discussion group with eight friends. This was for the purpose of discussing future goals and behavior.

Mary frequently was absent from school, but was always there the day the discussion group met. When she stayed at home, she was painting, writing, or reading. She read a lot about mystical religions and hallucinogenic drugs. She also read broadly in many of the philosophical books, considered to be classics.

During the evenings she would frequently go to the nearby university to attend lectures or plays. She went with graduate students of the university and would spend time afterwards talking about the plays or lectures.

Mary never dated any boy from her high school. Rather, she went on dates with college students or graduate students. She frequently wore the same dress to school, wore no make-up and occasionally, looked sloppy. She attended no school functions.

She fought with her mother, talked to her father, and spent time with her brother. Her mother and father wanted her to go to a prestige university. To do this, she would have to have mostly A's. She was getting C's and D's in several classes. She scored on an IQ test as a gifted child.

From this information, what would you say were the five things Mary valued most?

Now, write your definition of a value.

Objective: To enable students to identify their own value framework at this time.

Have students quickly fill in each of these sheets in succeeding order.

However, frame a discussion after each. Student volunteer or teacher volunteer may lead discussion.

"I AM PROUD...."

If you complete the three sentences below, they will help you find out more about your values. Complete each sentence with a true statement about yourself.

I am proud that _____

I am proud that _____

I am proud that _____

COAT OF ARMS

Without concern for artistic results, fill in the six areas of the drawing below to make your own personal "coat of arms."

1. Draw two things you do well.

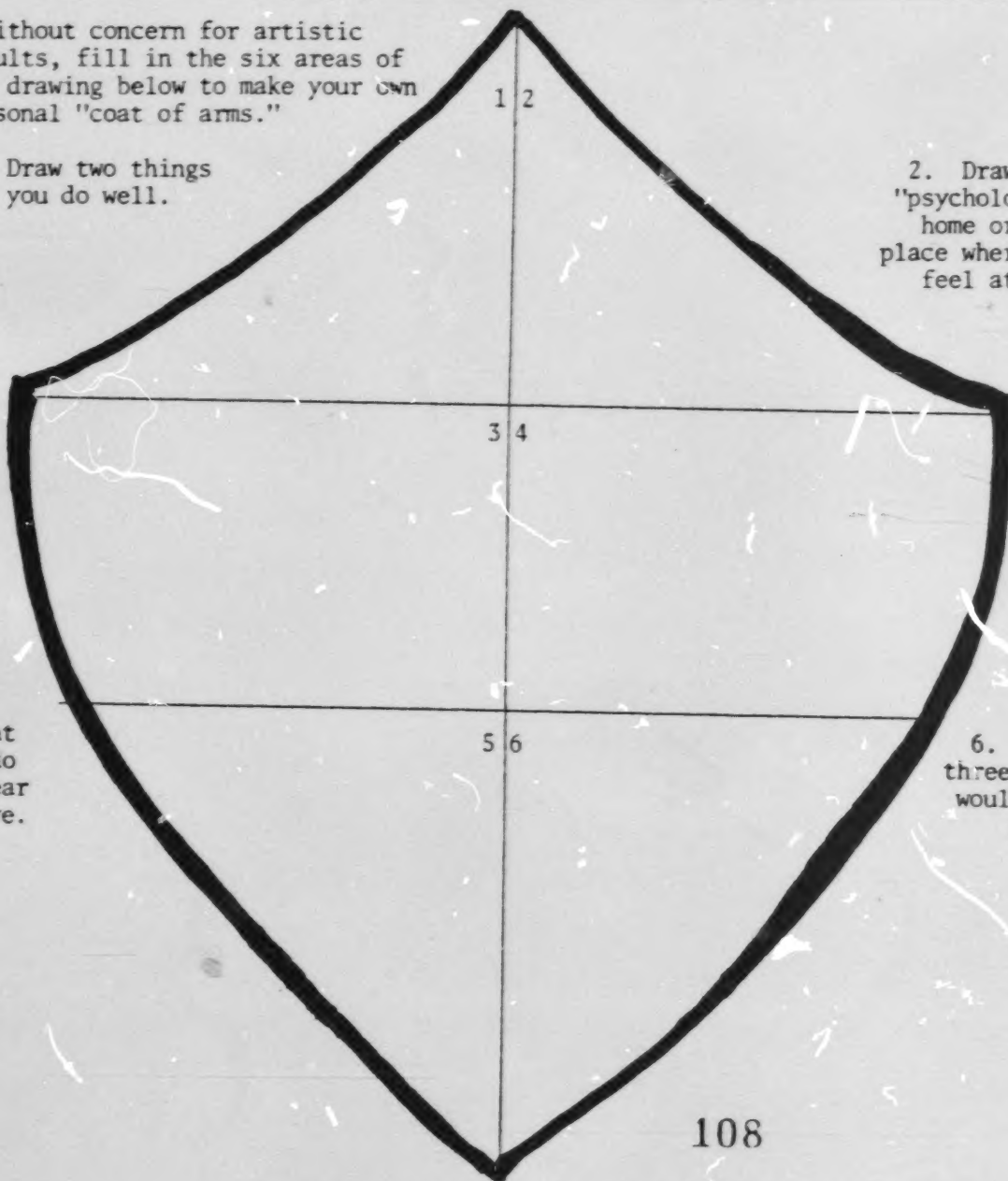
2. Draw your "psychological" home or the place where you feel at home.

3. Draw your greatest success in life.

4. Draw the three people most influential in your life.

5. Draw what you would do with one year left to live.

6. Write the three words you would like said about you.



EXPLORING YOUR VALUES

Values are the ideas on which people act. Earlier it was stated that the best way to know a person's values is to look at what he does. Try completing the chart below to see what it says about your values. Remember back to what you did last Saturday and Sunday. Fill in the chart from what you remember, stating the specific activities that took your time:

	SATURDAY	SUNDAY
8-9		
9-10		
10-11		
11-12		
12-1		
1-2		
2-3		
3-4		
4-5		
5-6		
6-7		
7-8		
8-9		
9-10		
10-11		
11-12		

List two or three values that are suggested by how you spent your time during those two days: _____

As a closing activity for the evening, suggest to students that they log "what they do" each day until the next session. Suggest that a sharing of the perceptions be made at the beginning of the next session.*

Objective: To demonstrate the important role values play in affecting decision-making.

Give student the attached sheet: Responses will vary. The idea is to achieve the above objective in addition to enabling the student to see that values are learned.

Session IV
Parents - April 22
Workshop "The Language of Unacceptance- 12 Roadblocks
to Communication"

An effective evening designed by Mr. Byrd centered around the following format:

- a. Discussion of each of the roadblocks
- b. Examples
- c. Feedback from parents
- d. An agreement from parents that they would log each time they used the roadblock; each time they used an alternative to the roadblock and the outcome of each to share with the larger group.

The Language of Unacceptance
12 Roadblocks to Communication

1. Commanding, directing, ordering.
Example: "You stop complaining and get your work done."
2. Threatening, warning.
Example: "You'd better get on the ball if you expect to get a good grade in this class."

* Part of value change is first the recognition of what they are. (author)

3. Moralizing, preaching, giving "shoulds" and "oughts."
Example: "You know it's your job to study when you come to school. You should leave your personal problems at home where they belong."
4. Advising, offering solutions or suggestions.
Example: "The thing for you to do is to work out a better time schedule. Then you'll be able to get all your work done."
5. Teaching, lecturing, giving logical arguments.
Example: "Let's look at the facts. You better remember there are only 34 more days of school to complete that assignment."
6. Judging, criticizing, disagreeing, blaming.
Example: "You're just plain lazy or you're a big procrastinator."
7. Name-calling, stereotyping, labeling.
Example: "You're just trying to get out of doing that assignment."
8. Interpreting, analyzing, diagnosing.
Example: "You're just trying to get out of doing that assignment."

Offer a solution (s)

Judgment - Evaluation - Put Downs

9. Praising, agreeing, giving positive evaluations.
Example: "You're really a very competent young man. I'm sure you'll figure out how to get done somehow."
10. Reassuring, sympathizing, consoling, supporting.
Example: "You're not the only one who ever felt like this. I've felt that way about tough assignments, too. Besides, it won't seem hard when you get into it."
11. Questioning, probing, interrogating, cross-examining.
Examples: "Do you think the assignment was too hard?" "How much time did you spend on it?"
12. Withdrawing, distracting, being sarcastic, humoring, diverting.
Example: "Come on, let's talk about something more pleasant."
"Now isn't the time." "Let's get back to our lesson." "Seems like someone got up on the wrong side of the bed this morning."

Questions often produce differences. Questions too often used by teacher who feels more information is needed before the best solution is provided - rather than help the student solve the problem himself.

Messages - make student feel better; make problem go away; deny that he has a real problem.

Listed below are some typical values of both adults and teenagers. They are based on what a group of teenagers have said are typical values. There probably are others that you feel are more important.

Opinion of others	Family	Independence
Prestige and recognition	Honesty	Money
Helping others	Creativity	Education
Immediate pleasure		Responsibility

Read over the stories that follow. They are about people who have to make decisions. Choose what you think the person would decide under the circumstances. Write that decision in the proper space. Select from the list of values above the value you think that decision represents. If you do not find one there that you think fits, write in your idea of the value.

1

Mr. Slagel is production editor at Straightforth Publications, Inc. He is making \$18,000 a year, enjoying the chance to write, use his creative ideas, and see some of them developed. His oldest son will be entering college next September, which will be a drain on the family finances. There are four other children in the family. He is called into the president's office and offered the job of assistant vice-president at a salary of \$30,000 a year. He would be handling financial accounts, personnel problems, and sales. There would not be time for creative work and the parts of his job he enjoys. Mr. Slagel decides to _____
He values _____

2

Susan is interested in music and has studied the violin for the past four years. She also enjoys children-babysitting with them, teaching them, playing with them. In May, she is invited to join the community chamber group for the summer. She would be paid \$2 an hour. At the same time she is asked to be recreational leader working with handicapped children. She would be paid \$2 an hour for the recreational job too. She is not able to accept both invitations. Susan decides to _____
She values _____

3

John is great at working on cars and engines. Next year his high school is starting a new course in auto mechanics. He has one elective not committed to subjects he absolutely has to take. However, he wants to go to the state university, which requires that he take another year of foreign language. John's decision is what course to take for that elective. John decides to _____
He values _____

4

While in his 9th year, Joe was thrown out of school because he got into a fight with his shop teacher. For several months afterwards he did odd jobs and hung out with a few of his friends on his street. Later he and one of his friends were arrested for disturbing the peace. Given a choice between going to jail, returning to school, or joining the army, he enlisted. Since returning from Vietnam, Joe has worked as a dishwasher, delivery boy, hospital attendant, and volunteer playground supervisor. None of these jobs lasted more than three months. Joe would like to do something with himself, perhaps continue with training like that he received in the Army as a medic. But his friends aren't very helpful, and Joe doesn't feel he has much of a chance to improve his present situation.

Joe decides to _____

He values _____

Session V (Students)

April 29

Objective: Having provided students with some practice in identifying values, the task now is to enable them to convert those values into clear objectives which suggest appropriate action.

Have students respond to the following tasks. After completion and discussion, provide students with the opportunity to suggest input for the next session.

Changing values into clearly stated objectives is a skill that will be very helpful in decision-making. It is easier to decide how to accomplish your objective if you can say clearly what it is.

Your objective is clear if you can answer these questions:

- Does it make clear what I can do when I reach it?
- Does it indicate a time by which I should reach it?
- Is there a way I can judge whether I have reached it?

Here's a chance to practice recognizing and stating clear objectives. Print the letter C (for clear) beside each objective below that is clear, and print the letter U (for unclear) beside each objective that is unclear. Use the three questions above as a basis for deciding whether an objective is clear.

- _____ I want to make five new friends this semester.
- _____ I want to have a better life than my parents have.
- _____ I want to be accepted for admission at the state university when I graduate.
- _____ I want to get married before I am 25 years old.
- _____ I want to select courses for next year in which I can get grades of B.
- _____ I want to make this a better school.
- _____ I want to help correct the pollution problem in my area.

On the lines below write three clear objectives for yourself.

Section VI (Parents)
April 29

Workshop- Self-Concept

Discussion of Students "In School" - Extra session - Mrs. Meeks
Johar's Window (technique in looking at self-concept)--Larry Byrd

Mr. Byrd began the evening by sharing with the parents these
two quotes:

"We're reared in houses with flies and roaches with roofs that
leak when it rains, with rickety old furniture that's fallin'
apart, without even a coat of paint on the outside. Bein'
Black is in the air you breathe, and from the time you are a
baby, your mommy and daddy tell you how the White folks hate
you and how you gotta be careful how you deal with 'em or
they can kill you jus' as quick as they step on a bug. And
you see that hostility all round you. Sometimes it's open and
raw, other times its subtle, but its always there, it dogs your
heels; your childhood jus' ain't no fun at all."

Charles Evers

"If you touch me soft and gentle
If you look at me and smile at me
If you listen to me talk sometimes
before you talk
I will grow, really grow."

Bradley (age 9)

A discussion followed which enabled parents to perceive the
importance of self-concept. The discussion was generated by the above
quotes and the following questions.

1. What kind of behaviors do children who grow up in the setting
that Evers provides exhibit? What do they do to feel good about them-
selves? What do you think gives them strength? What kinds of motiva-
tion might they have?

2. How would you fill in the following chart:

A Child Who Continually Hears

Adapts to Feel

"You should be ashamed of yourself"

A Child Who Continually HearsAdapts to Feel

"Just wait until I get you home,

I'll beat you good"

"You stupid "

"I hate you"

"You're acting ugly"

"Get outta here"

"You little lying"

"I've worked hard for you - look

what you're doing"

"I've sacrificed my life for you"

Parents were urged very strongly that during the next school year, that students and parents explore more thoroughly the entire concept of identity, ego building and self-assurance or self-esteem. Several indicated that this was an area they'd never thought seriously about as it relates to "support" for the student.

Extra Session -After-School Session -- Students

"We are giving our children cut flowers when we should be teaching them to grow plants."

- John Gardner

Following the first session, it was clear that their consciousness had been heightened as it related to values, and decision-making skills. In feedback counseling sessions, students indicated a need in two areas; (a) to know how to seek, evaluate and use information in the decision-making process; (b) to know how to increase positive communication efforts with their peers and families.

Students were provided with the following materials to take home and discuss with their families or amongst themselves. (Charts 1-6)

The Project Leader asked the students to come to the session of May 6 with specific reactions, new-found ownerships, new concepts, problems to be shared with the larger group. This session would be used largely as a feedback session to see where we might go.

Session VI (Parents)
May 6
Workshop - Problem Solving

Mr. Byrd, School Ombudsman, presented the following format:

REACH
Parents of IEYJH

May 6, 1975

Problem Solving - Six Step Method

Anything to share...anything you wish you had sent..
anything from the week's log?

1. Warm up.
2. The Steps - Defining and Clarifying
3. Tools for Problem Solving - Discussion
4. Have We Got An Example? - Discussion

Parents agreed to provide for the group at its last meeting of the year a sharing of a case study utilizing the problem-solving step

Materials shared with parents were as follows:

THE SIX STEPS IN THE METHOD III PROBLEM SOLVING PROCESS

- Step 1: Defining the problem in terms of needs.
- Step 2: Generating possible solution. (No evaluating allowed in this Step)
- Step 3: Evaluating and testing the various solutions.
- Step 4: Deciding on a mutually acceptable solution.

Identifying Alternatives

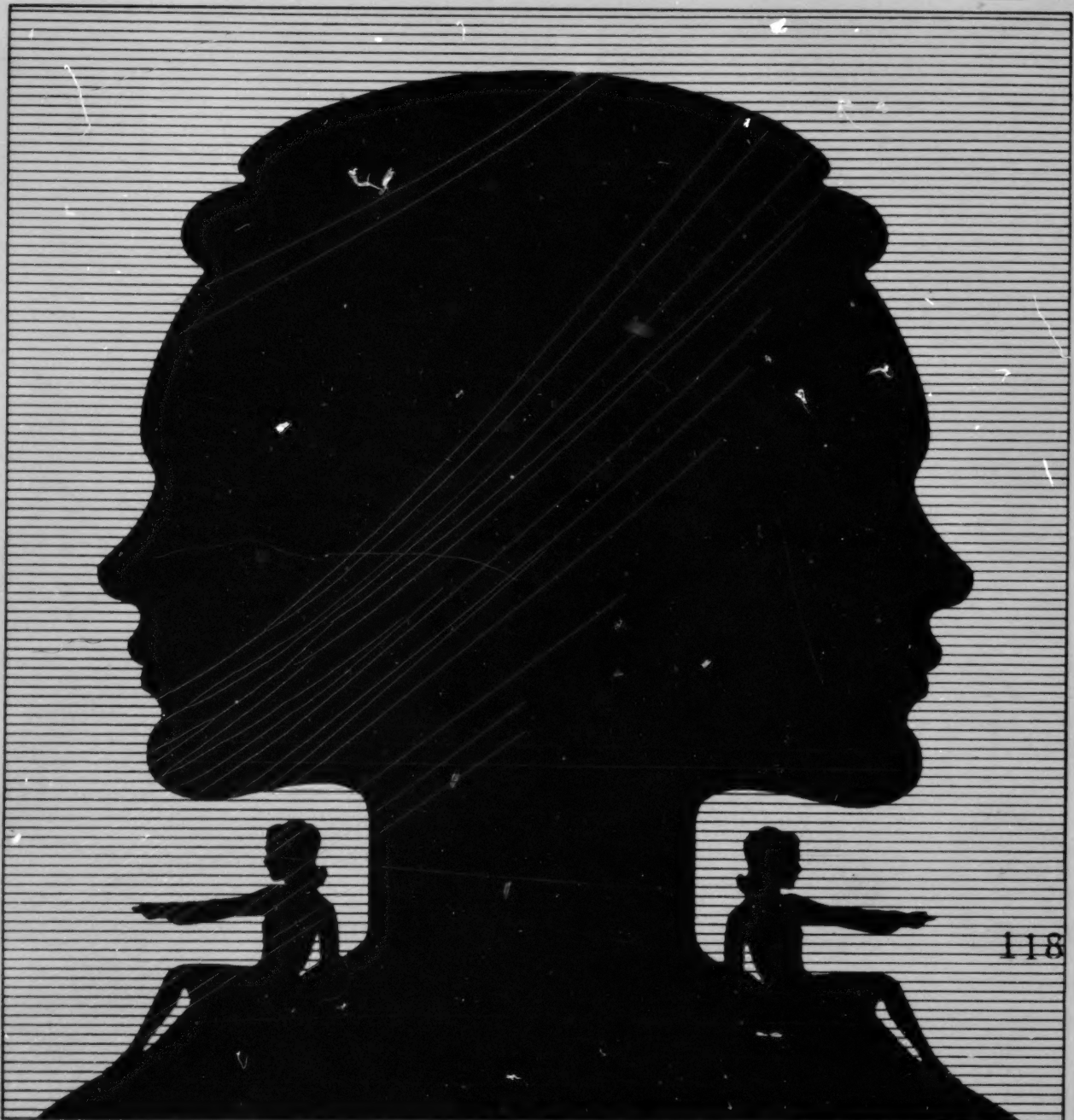
When a decision needs to be made, you are at a "decision point." To help you make a decision that is right for you, you should ask yourself what paths or alternatives are available to you.

Alternatives are the choices that can be made at a decision point; without alternatives there can be no decision. The two kinds of alternatives are:

1. Known existing alternatives—alternatives which already exist and which the *decision-maker knows about*.
2. Unknown alternatives—alternatives which exist or can be created but of which the decision-maker is unaware.

At a decision point, a decision-maker often faces a situation with roads or paths or alternatives that lead off in many directions. For instance, when you look at a road map, you usually have several choices. You must study your map carefully and seek information that will help you to decide which way is the best one for you. Whether you can make decisions that you are satisfied with depends on things like how good you are at obtaining information and using it to identify and select alternatives.

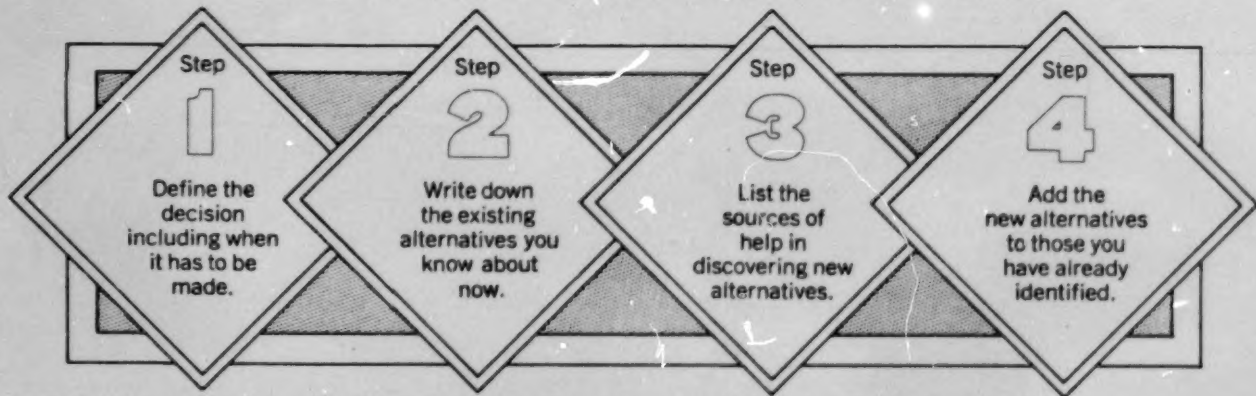
Can you think of any decision in which there are no alternatives?



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Do You Know All the Alternatives?

A simple way to make sure you know the alternatives at a decision point is to follow the four steps below.



Try applying the four steps to the situations below. Write your responses in the blanks beside each step.

Situation: You are a member of a student advisory group that is supposed to help the school change its grading system. Go through the steps that might be used to identify the alternatives.

Step 1. Define the decision. _____

Step 2. Write the alternatives you already know about. _____

Step 3. Where would you go to find out about new alternatives? _____

Step 4. Add new alternatives. _____

Situation: You attend a large city high school, and you have never thought much about what you want to do after high school. You have recently become interested in going to college, but you discover that you don't have many of the academic credits that colleges seem to require. What will you do?

Step 1. Define the decision. _____

Step 2. Write the alternatives you already know about. _____

Step 3. Where would you go to find out about new alternatives? _____

Step 4. Add new alternatives. _____

Situation: Take a situation you would like to think through and make a decision about. Identify your alternatives by following the steps below.

Step 1. Define the decision. _____

Step 2. Write the alternatives you already know about. _____

Step 3. Where would you go to find out about new alternatives? _____

Step 4. Add new alternatives. _____

Alternatives and Related Information

in order to select from the various alternatives before him, a person usually needs additional information related to the alternatives. Sometimes, in seeking the information, he discovers even more alternatives.

Below is a situation that demonstrates how alternatives and information related to them can aid you in making a decision. See if you can think of alternatives besides the ones already given. After you have listed your alternatives, add any other information you would need before you chose the best alternative for you.

Situation: You are going with a boy or girl that your parents can't stand. They will not like it if you keep him or her as a friend.

Your values (related to this situation): You want respect for your judgment; independence; friendship. (Add your own values.)

Objective: To keep your friend and to get your parents to change their minds about the friend and to have more respect for your judgment.



Alternatives (list all possible alternatives that meet your objectives)

1. Have a family conference with parents.
2. Talk to friend about what to say and how to act during a visit at your house.
3. Look at your friend again to be sure your judgment is good.
4. _____
5. _____

Information (list the information you need to have about these alternatives)

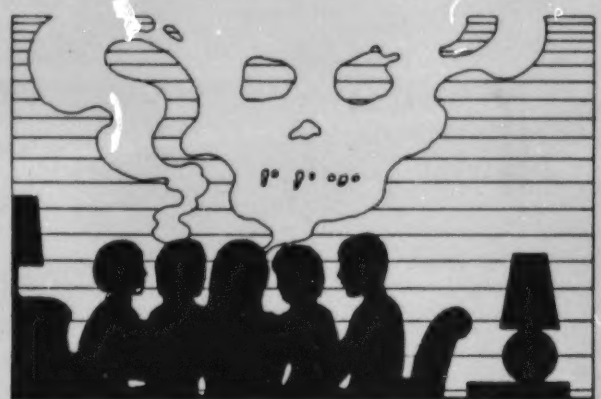
1. The mood your parents are in before asking for a family conference.
2. Whether or not your friend suspects your parents' attitude.
3. What is it that really "bugs" your parents? What evidence do they have?
4. _____
5. _____

Now, imagine yourself in the situation below. Try to think of alternative courses of action you might take and information you would need before you decided which course was best for you.

Situation: Your friends are urging you to join them in smoking pot. They kid you constantly. You don't really want to join them, but you do want their friendship.

Your values: Independence; health; get along with parents; get along with law; and be part of a group. (Add your own values.)

Objective: To retain the friendship of the group, but not have to smoke pot.



Alternatives (list all possible alternatives that meet your objectives)

1. _____
2. _____
3. _____

Information (list the information you need to have about these alternatives)

1. _____
2. _____
3. _____

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Graduation Alternatives

OPTS—PRINT OUT

MIKE, IN ANSWER TO YOUR QUESTION, LET ME FIRST GIVE YOU THE EIGHT MOST COMMON ALTERNATIVES SELECTED BY OTHER GRADUATES FROM YOUR SCHOOL.

- Alternative 1. Community college, either two-year technical training program or transfer to four-year college
- Alternative 2. Work, full-time
- Alternative 3. Military service
- Alternative 4. Four-year selective college or university
- Alternative 5. Business or technical school
- Alternative 6. Marriage
- Alternative 7. Four-year less selective college or university
- Alternative 8. Part-time work and part-time college

MIKE, DO YOU HAVE ANY OTHER QUESTIONS?

Mike typed this question on the console: "Aren't there any other alternatives at graduation?"

OPTS—PRINT OUT

YES, MIKE, THERE ARE. THESE ARE NOT COMMON ALTERNATIVES AT GRADUATION AND LESS THAN 1% OF THE GRADUATES CHOOSE THESE:

- Rare alternative 9. Bumming around, not working, not seeking work
- Rare alternative 10. Unemployed, not working, looking for work
- Rare alternative 11. Travel, seeing the world before work or school
- Rare alternative 12. Volunteer Organization (Vista, Peace Corps, or church mission)
- Rare alternative 13. Apprenticeship training

CONGRATULATIONS! YOU ASKED A GOOD QUESTION. 13 ALTERNATIVES ARE BETTER THAN 8. MAYBE YOU CAN DO EVEN BETTER THAN THIS. IF YOU CAN THINK OF AN ENTIRELY NEW ALTERNATIVE THAT HAS NOT BEEN REPORTED TO ME, PLEASE TYPE IT AND I WILL PUT IT IN MY MEMORY. THANK YOU.

Mike thought a moment, and then typed on the console:
"Another alternative is to fail to graduate and take another year of high school."

OPTS—PRINT OUT

THAT IS TRUE. IT IS ANOTHER ALTERNATIVE. CAN YOU THINK OF OTHERS?

Options—A Decision-Making Game

"Opts" is the name of a computer. It is wired and programmed to identify as many alternatives as are available at any decision point.

Directions: Submit to Opts a problem situation. You do this by typing messages on a "console" or typewriter connected to the computer. Remember, it must be a situation in which you have at least two alternatives.

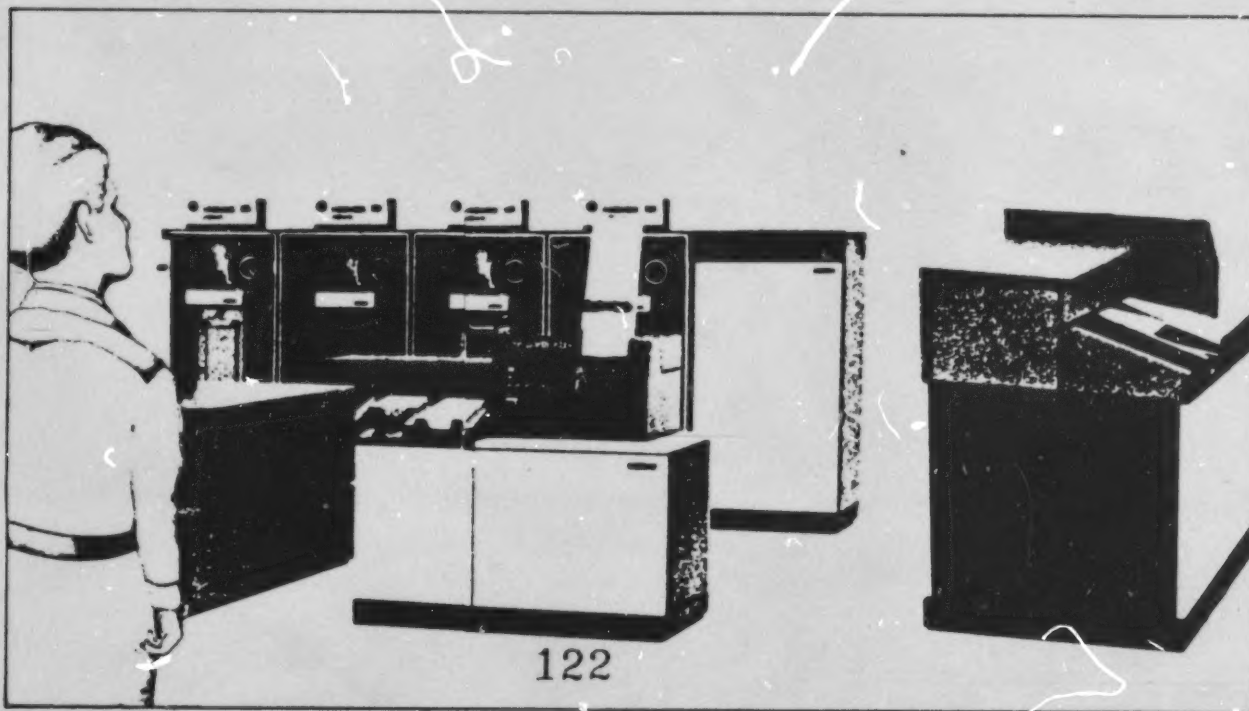
Example: Mike is graduating from high school. He types for the computer, "I am graduating from high school. I must decide what to do. What are my alternatives?"

Before you look at what Opts has to suggest, write down on the lines below all the courses of action you can think of that Mike could take.

Principle: When you are faced with an important decision, write down all possible courses of action *including* those courses that may not be desirable.

Alternative 1	
Alternative 2	
Alternative 3	
Alternative 4	
Alternative 5	
Alternative 6	
Alternative 7	
Alternative 8	
Alternative 9	
Alternative 10	

Now turn the page to see if you have predicted the alternatives that Opts has suggested.



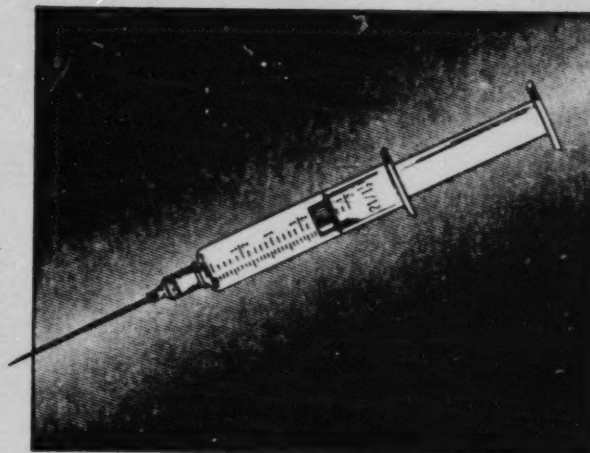
From: Gelatt, H.B. et al, Deciding, New York: College Entrance Examination Board

Acceptable and Unacceptable Alternatives

When is an alternative unacceptable? What is acceptable or unacceptable to a person is usually determined by his values. In the situation below, see if you can identify acceptable and unacceptable alternatives. Why are they either acceptable or unacceptable? (Some examples of alternatives are given. Can you think of others?)

Situation: You have a friend who confesses to you that he is hooked on drugs.

Your values: Loyalty. (Add your own values.)



Unacceptable alternatives

1. Turn friend in to police.
2. Tell your friend's parents.
3. _____
4. _____

Why are these unacceptable?

1. _____
2. _____
3. _____
4. _____

Acceptable alternatives

1. Get advice from drug counselor on how to help your friend.
2. Get the telephone number of local Drug Help Center.
3. _____
4. _____

Why are these different from the unacceptable?

1. _____
2. _____
3. _____
4. _____

Take a situation that is of real concern to you or your group of friends, and apply a similar analysis to your situation. After you have identified the acceptable alternatives in the situation, list the information that you need to have about these alternatives.

Situation: _____

Your values: _____

Objective: _____

Unacceptable alternatives

1. _____
2. _____
3. _____

Why are these unacceptable?

1. _____
2. _____
3. _____

Acceptable alternatives

1. _____
2. _____
3. _____

Information needed about acceptable alternatives

1. _____
2. _____
3. _____

Step 5: Implementing the solution.

Step 6: Evaluating the solution.

Remember: Your best tools for effective problem-solving will always be:

- Active Listening
- Clear and Honest Sending
- Respect for the Needs of the Other
- Being Open to New Data
- Persistence
- Firmness in your Unwillingness to Have it Fail
- Refusal to Revert to Method I or II

Chart 7 was shared with parents of REACH.

Session VII (Parents & Students)
May 13
"A Matter of Choice" - Guidance Drama
by Andrea Beale

Six of the students read the play; assumed the characters' role. The format used was a theatre-in-the-round. Thus, parents were able to become involved in each aspect of the situation.

After the skit, the school psychologist and social worker led the group in a discussion.

Parents explored solutions in light of their recent work with Mr. Byrd in Parent Effective Training. They particularly explored the question of communication. Students explored with parents the process of communication.

A Matter of Choice Characters

David Allen A 9-year old fourth grader
Kathy Allen David's 15-year old sister
Ann Allen..... David and Kathy's mother
Bryce Martin..... David's friend
and classmater
Helen Martin..... Bryce's mother
Betty and Martha..... Mrs. Allen's friends

CHART 7

GOAL OF MISBEHAVIOR	WHAT CHILD IS SAYING	HOW PARENT OR TEACHER FEELS	CHILD'S REACTION TO REPRIMAND	SOME CORRECTIVE CORRECTIVE MEASURES
ATTENTION	I only count when I am being noticed or served.	Annoyed. Wants to remind, coax. Delighted with "good" child.	Temporarily stops disturbing action when given attention.	Ignore. Answer or do the unexpected. Give attention at pleasant times.
POWER	I only count when I am dominating, when you do what I want you to.	Provoked. Generally wants power challenged, "I'll make him do it: "You can't get away with it."	Intensifies action when reprimanded. Child wants to win, be boss.	Extricate self. Act, not talk. Be friendly. Establish equality Redirect child's stress into constructive channels.
REVENGE	I can't be liked. I don't have power, but I'll count if I can hurt.	Hurt, mad, "How could he do this to me?"	Wants to get even. Makes self disliked.	Extricate self. Win child. Maintain order with minimum restraint. Avoid retaliations. Take time and effort to help child.
INADEQUACY	I can't do anything right so I won't try to do anything at all; I am no good.	Despair. "I give up."	No reprimand, therefore no reaction. Feels there is no use to try. Passive.	Encouragement (may take long). Faith in child's ability

Scene I

The Allen home, David's bedroom. As the play opens, David wearing only pants and shoes, is rummaging through his dresser drawers, looking for a clean shirt. Finally, frustrated, he calls to his mother offstage.

David: Hey, Mom, where are my clean shirts? I can't find any.

Mrs. Allen: (offstage-abruptly) Well, look again, David! I can't keep up with everything with you. (coming into scene, softening tone of voice) Maybe there are some in the basket of clothes I washed last week. They're still in the basement; I just haven't had time to take care of them. Please hurry up; you know I'm chairman of the March of Dimes committee, and I have to be on time for the meeting. (pause) Fix yourself some cereal for breakfast. Oh, yes, tell Kathy to fix you a TV dinner tonight, will you? It's my night to work at the hospital. Well, I've got to run now; don't be late for school. See you later. (turns to leave)

David: Mom, you still haven't signed my permission slip for the trip.

Mrs. Allen: (exasperatedly) Oh, not now, David, please. I've gotta go. (exits hurriedly)

(Dejectedly, David gets a wrinkled shirt from a chair and puts it on. Glancing in the mirror, he runs his hand over his hair. He picks up some books and papers and walks to the kitchen.)

Scene II

David joins Kathy in the kitchen. Kathy, seated at the table, is eating a piece of toast and drinking a glass of milk.

Kathy: Hi! Sorry, but I just used the last of the milk. I think we still have some juice, though. (Gives David a questioning look) Are you going to school dressed like that?

David: I wanted cereal, but not without milk. Will you fix me an egg?

Kathy: Fix yourself one or, better yet, eat a Pop Tart. You'd better go change your clothes, too.

David: I don't have anything else to wear. I looked everywhere for a clean shirt, and I couldn't find one. I don't know where Mom put 'em. Did you have clean clothes?

Kathy: Of course, I did. I wash my own. Why don't you run a load of your stuff?

David: I don't know how.

Kathy: Oh, David, don't be such a dummy. Here, gimme your Pop Tart, and I'll put it in the toaster. You get the juice. You know Mom is busy. She's doing a lot of important things, you know.

David: (unenthusiastically) Yeah.

Kathy: Don't bother her about every little thing. Grow up and do things for yourself like I do. By the way, isn't your class going on a field trip tomorrow?

David: Yes, but Miss Brown said I can't go if my permission slip and money aren't in by today, and Mom keeps forgetting to sign the slip, so I guess I can't go.

Kathy: Here (reaching for permission slip), give me that silly note and I'll sign it.

(David hesitates a moment; then he pulls out a beat-up piece of paper and hands it to Kathy.)

Kathy: (writes 'Mrs. Allen') There! Now, you can go. I've gotta leave. You hurry and finish your breakfast and get to school, okay?

David: Yea, okay.

(He folds the note and puts it into his pocket, looking a little doubtful. As he is getting up to leave for school, his friend Bryce excitedly rushes in.)

Bryce: Hey, David, look at my new shirt my mother got me! I got another one for the trip tomorrow, too. Hey, did you get -our mother to sign your permission slip?

David: Uh...yeah. See? (quickly pulling out paper and returning it to pocket) I decided I'd go after all.

Bryce: Hey, that's great! We can be partners. I kinda worried when you said you didn't want to go. (noticing how Davis is dressed) Are you gonna get new clothes for the trip?

David: No, my mother is too busy to go shopping. Maybe Kathy will have time to wash something for me. She can even work the washer herself. Come on, let's go. (the two boys exit, leaving a messy kitchen)

Scene III

Mrs. Allen's meeting is breaking up. She is speaking to a couple of friends.

Mrs. Allen: I've just read the most interesting book on children. It's so relevant to the problems between parents and children today. We really ought to discuss it at our next book club meeting. Betty, you can pick it up today at my house, then you can pass it on to Martha after you've finished it. I'll call the others so they can get copies and be ready by our next meeting.

Betty: Okay, Ann, I'll stop by on the way home. Thanks.

Mrs. Allen: Oh, I almost forgot - I'll be meeting with the March of Dimes publicity committee this afternoon. Got to check layouts and have pictures made with the city officials and the poster child. But, let's see, I should be home about 5:30. Oh, wait a minute, I've got volunteer duty at the hospital tonight. Maybe you'd better just run by later today and ask Kathy to give you the book. It's on my desk in the den. I'm sure she can find it.

Martha: I don't see how you manage so many activities, Ann. I'll bet having a teen-aged daughter like Kathy really helps. And with Al's job keeping him away so much, I guess you don't have to rush home every evening and fix dinner.

Mrs. Allen: You're right. I don't know what I'd do without Kathy. She's so mature and responsible, and she's really good with David. But, of course, boys don't really need a lot of mothering. Anyway, I've got to be going. See you Wednesday.

(Betty and Martha exchange glances as Mrs. Allen rushes out; then they exit in the opposite direction. As Mrs. Allen is leaving, she runs into Helen Martin.)

Mrs. Allen: Oh, Helen, you're doing such a fine job of helping us organize the drive. Thank you.

Mrs. Martin: I'm glad you think I'm doing okay. I really haven't felt that I was putting enough time into it. I just don't have much time to spare. Frankly, I feel really pushed to manage time for Bryce's school activities and our family outings. Maybe after Bryce is older, I'll have more time to give.

Mrs. Allen: Just the same, you're doing a fine job, Helen.

Mrs. Martin: Thanks, Ann. I've got to run now and get Bryce a shirt for his trip tomorrow. By the way, will you be going with us? I know you're a room mother.

Mrs. Allen: Uh, no. I really would love to go, but tomorrow is my day to catch up on household chores, and I simply must go over these committee reports. And I have bridge club tomorrow night. I really have too much to do, but David is really wonderful about doing things on his own. You know I really don't think he likes having his mother go along with him too much, anyway. You know how boys are.

Mrs. Martin: Well, I'll be glad to pick David up in the morning since I have to go to the school anyway, and he can ride home with us after the trip. We'll probably be late, so don't worry about him.

Mrs. Allen: Oh, that will be fine. I don't know what I'd do without you. What time will you pick him up?

Mrs. Martin: Well, they have to be at school early - about 7:30 - so I'll be by a little after 7:00, okay?

Mrs. Allen: That'll be fine, Helen (thoughtfully) I think David did mention something about 7:30, but it must have slipped my mind. (brushing issue aside) My busy schedule, you know.

Mrs. Martin: (hesitantly) Of course. (glances at watch) I'd better go and get that shirt now or I won't be home when Bryce gets in from school. See you later.

Mrs. Allen: Yes, I'd better hurry along, too. (they exit)

Scene IV

Same day after school. David and Bryce enter kitchen, and David begins to look around for something to eat.

David: Aw, there's nothing good to eat in here. Mom must not have gone shopping yet. (pulling out a box of crackers) We can eat these. (boys sit at table eating crackers and talking)

Bryce: How much money are you going to take on the trip tomorrow? My Dad gave me two dollars for helping him cut the grass and wash the car last week. I'm going to take the whole two dollars.

David: I haven't decided yet how much money I'll take. Maybe four or five dollars; I don't know yet.

Bryce: Hey, that's great! Do you have to work for that money?

David: Naw. Mom will just give it to me, probably. I just haven't asked yet.

Bryce: Wow, David you sure have got it made! (pause) Mom's going to pack my favorite lunch and some extra to last all day. What are you taking to eat?

David: Mom probably won't be home in time to make me a lunch tonight. I'll probably just take some money to buy what I want. I like that better.

Bryce: Boy, David you're lucky! Well, I gotta go now. Mom gets worried when I don't come straight home from school. Why don't you come over to play after dinner? I can't come over here, but Mom says it's alright for you to come over.

David: I have to see if it's okay with my Mom first. She worries too, you know.

Bryce: Okay. So long - hope you can come over later. (Bryce exits. Kathy enters hurriedly)

Kathy: How did it go today, David? Was your note okay?

David: Yeah, it was fine. Miss Brown didn't even question me about it. She just said she was glad I got it on time.

Kathy: Well, David, I did you a big favor. Now I want you to do me a little one.

David: What, Kathy? I don't like the way you said that.

Kathy: Oh, David. There's a big party tonight in Marsha's basement. It's really gonna be great. I just can't miss it. Just tell Mom I'm at Marsha's studying for our math test. I told her yesterday so that if this party deal went through she'd believe you.

David: I don't know...aren't Marsha's parents gone on Thursday nights? I don't like telling lies. What if something happens? Anyway, you should be studying. I heard Mom screaming at you about your grade in math when you got your last report card.

Kathy: Oh, David, don't be such a pest. I helped you. Anyway, Marsha's parents will be home around midnight, and we'll have everything cleaned up and be gone by then. No one will even know. I'll even take my math book so you won't really have to lie. Now you'll do this for me, won't you. (starts to leave) Oh, by the way, Mom said to eat a TV dinner. You know how to turn the oven on, so make your own. Put the oven on 450^o and leave the dinner in for 35 minutes. You can do that, can't you?

David: Yeah.

Scene V

About two hours later. Mrs. Allen rushes in and throws her handbag on the table. David is finishing his TV dinner.

Mrs. Allen: Where is Kathy? Who fixed dinner?

David: I fixed my own. Kathy went over to...uh...study with Marsha for a math test.

Mrs. Allen: Well, good. Now, I have to hurry and change clothes before I go to the hospital. Be a good boy and don't go off anywhere. Kathy knows I'm at the hospital tonight, so I'm sure she'll be back in a little while.

David: Mom, could you get that blue shirt for me? You know, the one I like. I'd like to wear it on the trip tomorrow.

Mrs. Allen: David, just put what you want into the washer with a little detergent and turn it on. It's automatic and anyone can run an automatic.

David: Hey, Mom, could I have some money to take on my trip? I want to buy some souvenirs and stuff to eat.

Mrs. Allen: What about the money I gave you last week? Never mind, we'll discuss it in the morning.

(She rushes off to change clothes. David gets up, looks at his wrinkled shirt, walks over to the table, and picks up Kathy's math book. Then he notices his mother's open purse lying on the table and moves toward it. As the scene closes he stands eying the purse intently.)

As you can see, the story is far from ended. The questions below represent some areas that may be dealt with following the play.

1. How would you describe Mrs. Allen as a mother? Try to summarize her attitude toward her role and relate this to her behavior.
2. What kinds of problems do Kathy and David face as a result of their mother's attitude and behavior?
3. Is Mrs. Martin (Bryce's mother) necessarily the "ideal" mother as opposed to the type of mother represented by Mrs. Allen?
4. How might Bryce be affected by his mother's approach to mothering?
5. How might one effectively lead Mrs. Allen and Mrs. Martin to a realization of the impact their life styles have on their children, and how might one help them to re-evaluate their roles?

Session VIII (Parents)
May 20, 1975
Workshop - Conflict

Facilitator's format was as follows:

REACH
Parents of IEY

Lawrence Byrd

May 20, 1975

CONFLICT
AN ALTERNATIVE WAY OF DEALING WITH IT

Anything to share -- anything you wish you had said

1. Warm up.

Advice you were given as a child that still works for you.

2. Ways to feel that we've forgotten.

3. Hearing the message - Exercise.

4. Sending I-messages (instead of You-messages).

5. Discussion .

a. What is Conflict?

b. What really produces Conflict?

c. Method I and II (Two "win-lose approaches").

d. Identification of negative feelings and coping mechanisms that are used by the "victim."

e. Steps used in Method III.

6. METHOD I - Parent Power)
 METHOD II - Child Power) Explanation of each.
 METHOD III - Creative Solution)

Parents were given the following At Home Activity

Practice Exercise:
 Sending "I" Messages

Directions: Read each situation, examine the "You" message in the second column, then write in an "I" message in the third column.

SITUATION	"YOU" MESSAGE	"I" MESSAGE
1. Father wants to read paper. Child keeps climbing on lap. Father irritated.	"You shouldn't ever interrupt someone when he is reading."	
2. Mother using vacuum cleaner. Child keeps pulling plug out of socket. Mother is in a hurry.	"You're being naughty."	
3. Child comes to table with very dirty hands and face.	"You're not being a responsible big boy. That's what a little baby might do."	

SITUATION	"YOU" MESSAGE	"I" MESSAGE
4. Child keeps postponing going to bed. Mother and Dad want to talk about a private problem of concern to them. Child keeps hanging around preventing them from talking.	"You know it's past your bedtime. You're just trying to annoy us. You need your sleep."	
5. Child keeps pleading to be taken to a movie, but he has not cleaned up his room for several days, a job he agreed to do.	"You don't deserve going to a movie when you have been so inconsiderate and selfish."	
6. Child has been sulking and acting sad all day. Mother doesn't know reason.	"Come on now. Stop this sulking. Either brighten up or you'll have to go outside and sulk. You're taking something too seriously."	
7. Child is playing phonograph so loud it is interfering with conversation of parents in next room.	"Can't you be more considerate of others? Why do you play that so loud?"	
8. Child promised to iron napkins to be used for dinner party. During day she dawdled; now it's one hour before guests arrive and she hasn't started the job.	"You have dawdled all day and fallen down on your job. How can you be so thoughtless and irresponsible?"	
9. Child forgot to show up at agreed upon time she was to be home so Mother could take her to buy shoes. Mother is in a hurry.	"You should be ashamed. After all, I agreed to take you and then you are careless about the time."	

SENDING I- MESSAGES

Exercise 1:

Description of Behavior

Concrete Effect

Feeling

Exercise 2

 Exercise 3

 Exercise 4

 Session VIII (Students)
 May 20, 1975

Objective: To provide practice in evaluating possible sources of information when considering options.

Give students, the following exercise as a motivation for discussion of seeking sources of information.

Decision: Imagine you are Jane and are trying to decide (early in the spring semester) whether to get a job this summer or go to summer school.

Jane's parents want her to go to summer school to improve her algebra grade. Jane's counselor wants Jane to make a personally satisfying decision. Jane's friends think the decision is up to her; it depends on why she needs the job and what difference repeating the course in algebra will make. From the list of resources below Jane chooses those she will use in making her decision.

Counselor	- first choice
Friend	- second choice
Parents	- third choice

Why does she choose these? She wants to get objective information from sources that will help her but not try to make up her mind for her.

Now you list in order of your preference the resources you would use in making this decision.

_____	- first choice
_____	- second choice
_____	- third choice

Resources

People to talk to: Your parents, your counselor(s), your friends, your teachers, your relatives, your boss (if any).

Things to read: The summer school catalog, college catalogs or general guide to colleges, occupational guides or information.

Things to do:

Try to get a part-time job, go to the youth employment agency, practice filling out job application forms and having interviews, volunteer for service in an activity that gives you some experience.

Things to think about: What you did last summer, what activities you really enjoy, how much money you need, what your short-range goals are, what your long-range goals are.

Follow this opening discussion with discussion of strategy.

Clarify with students the following concepts:

1. Strategy plays a big part in decision-making.
2. It often makes the difference between success and failure in a person's getting what he wants or needs for life.
3. A person employs a strategy in reaching a decision to bring out outcomes that are desirable and to avoid outcomes that are undesirable.
4. Understanding the nature of examining alternatives.

Provide practice for those concepts by utilizing any of the following materials: (See Chart 8)

After examining the Chart, have student share in answering the following questions:

1. What does Al quite possibly already know that would help him to answer the five questions.
2. What more does Al need to know to help him decide on what to take to graduate from high school?
3. What does Al quite possibly already know, or need to find out, to help him decide which ninth grade courses he will like?
4. What does Al need to know about the courses that might help him in a specific career?

Seeking Information and Evaluating Experience

Al is entering a new high school this year. On a Tuesday late in August he walks into Jefferson High School to find out which courses he should sign up for in the coming year.

As Al enters the office he sees a large sign saying that the counselor for his grade will be in on Friday, but that new students need to sign up for appointments if they want

help filling out their schedules. As he starts to sign up, he notices there is an information bulletin on the counter. It says in large letters at the top, "Hey, new student, wait a minute! Maybe we can help!" It doesn't look much like the usual bulletin, so Al reads on.

**HEY,
NEW STUDENT,
WAIT A MINUTE!**

**MAYBE
WE CAN
HELP!**

Welcome to Jefferson. We want you to enjoy our school. We also want you to make the right decisions these first few days. To help you do this, see if you can answer these questions about what you want to achieve here at Jefferson.

Check "yes" or "no" after each.

1 If you want to graduate from high school, do you know what the requirements are? Yes _____ No _____	2 If you want to be with the kind of kids and teachers you like best, do you know how to find out about teachers and how to meet the kids and join the activities you would like? Yes _____ No _____
3 If you want to go into a career you like, do you know which courses or activities we offer that might help you prepare for this career? Yes _____ No _____	4 If you want to go to college, do you know which courses will help or are needed for which college? Yes _____ No _____
	5 If there are things you really enjoy doing, do you know whether Jefferson has any courses or activities that would help you or allow you to do these things? Yes _____ No _____

Al feels a little worried after reading the bulletin. He isn't sure he can answer "yes" to any of the questions, but he knows they are important. Actually, he just wants to sign up for classes this morning. He hadn't thought that

signing up for classes was this big a deal.

Tentatively, Al checks "yes" for all five questions. But, he thinks to himself, does anyone ever know enough to answer questions like these?

5. Who can Al turn to for help if he can't answer the questions or decide what to do?

Provide student with the following flow chart:

Pieces of Information from Which Al Can Make
A Decision

He reads that students can go to junior college and get basic courses before transferring to a four-year engineering college. It is good to have drafting and some machine shop before going into a full-fledged high-level engineering program.

He reads that four years of math are recommended for all students wishing to go into engineering. Most good engineering schools require students to have at least chemistry and physics. In college students have less choice of courses as freshmen when they start in engineering

Al's parents and he talk about the economics of his going to college. His father offers to help him though college if he is willing to work part time. His parents feel he should ideally get work in something related to the career he wants, that is, engineering of some sort.

"I can take a heavy academic course, which allows few electives; or take a medium heavy course with typing, band, and orchestra; or take the fewest possible college preparatory courses and still graduate from high school. I can play it safe and take courses in which I am most likely to succeed. Or, I can take courses I really like (such as advanced calculus), but I'll have a greater chance of not getting a good grade. I can delay making my decision, but I don't like to. I can ask my parents and let them decide.

Al gets a job in a machine shop making parts for a large engineering firm. He finds the work very boring and knows he doesn't want to put his life into this occupation. But he then visits a civil engineer in the city planning commission, and his job sounds a lot more to his liking.

He reads that most students going into engineering have at least three options. One option is to take every possible math and science course in high school. A second option is to make sure they take English and social studies in high school so they are not without a humanities background, which they may miss in college engineering. A third option is to wait until college to do much specializing and to use high school to gain experience (such as visiting an engineer at work) so they are sure they want to become engineers.

Al talks to his math teacher about how well he is doing in class and might do in advanced math. The math teacher says Al is good, but not the best, in theoretical math. His science teacher, however, very much encourages him to take more math. When he talks to his counselor, he urges Al to make sure he doesn't close his mind to other things besides engineering too early.

Al asks his counselor to arrange visits for him to the local engineering society. He wants to find out about the different types of engineers. After talking to members of the society, he decides to visit (with their help) a civil engineer, a mechanical engineer, a chemical engineer, and an aeronautical engineer. The aeronautical engineer's work is so interesting he asks for permission to work voluntarily at the man's plant during the remainder of the summer.

Discuss with the student:

1. What decision do you think Al should make?
2. Which information was most influential to you in making this decision?
3. Do you think you had all the information you needed?
4. What other information would you like to have?

Report consensus to larger group.

Session VIII concluded the Project Staff's work on decision-making skills. At its weekly meeting prior to the evening session,

it agreed to continue the framework in the Fall, with emphasis on Strategy and Evaluation. (Am I following through on my commitment to myself.)

Session IX (Parents & Students)
May 27, 1975
Feedback Workshop

Comments: Mr. Konoshima

Plans for Outing (June 1): Mrs. Meeks

Evaluation Forms: Mrs. Gray
(to be mailed)

Scheduling of All Day Seminar to Plan
for Next Year:

Mr. D'Andrea/Mrs. Meeks

*Sharing with Parents the Selection
of Students for Summer Activity:

Mrs. Meeks

Suggestions for the Summer -
Parents/Students:

Mrs. Bailey

After the parents and students discussed and participated in the above agenda, the School Psychologist led the following "Round Robbin" discussion based on some of the following questions.
Objective: To reinforce through sharing in a discussion the concepts explored over the past eight sessions. Parents were asked to assume the role of students, also.

When should you seek guidance or help for studying?

Should you flatter your teachers in order to get higher grades?

Do you really want to be an excellent student and be very knowledgeable or do you just want to pass or get by in any way?

For what reasons would you quit school?

Do your friends and associates encourage you to study or discourage you, or are they indifferent?

*Note: Each staff member volunteered to work with 3/4 students each as Dons' (advisor and mentor) beginning this summer. Parents were made aware of whom his child's Don was.

What can motivate you to study more thoroughly and longer and harder?

What will discourage you?

How many people are really accomplished, knowledgeable, studious, interested in other people, successful and happy? Would you like to be accomplished, knowledgeable, successful and happy?

Should you blame your parents because they did not know how to teach and guide you?

What vibes do you get from these two statements?

a. A person's image of himself influences how he sees the world.

b. A person learns to see things as he does.

How does a person develop his style of decision-making?

Parents received the REACH Pledge of Cooperation (see Appendix J) enthusiastically. The staff urged the parents to begin the process this summer. Students were urged to begin thinking about a PLEDGE to be worked out with them for next year.

Session IX - Family Outing

June 1

(See Appendix K)

The group agreed to participate in an old fashioned picnic on a farm, Sunday June 1st. It seemed significant to the staff that the parents and students were so enthusiastic as the setting was rustic. There were none of the facilities of urban living, e.g. (no swimming pool). Activities designed for the day were all of a group participation format -- fruit picking (grapes, peaches), croquet, touch football, hiking and sharing in the preparation of fruits and vegetables.

The Project had maintained the interest and support of the majority of the families selected. A subsequent meeting with parent representation scheduled for June 10th is reported in the Evaluation section of

the Practicum.

The implementation of this Practicum was developed during the first 6 phases. The activities that were developed in order to reach the objectives of the Practicum were carried out during ten sessions, Phase 7. All phases and sessions are clearly defined in this chapter of the Practicum.

EVALUATION

Because of extrinsic and intrinsic variables, Black and Italian students at the Isaac E. Young Jr. High School have been faced with a narrow view and limited alternatives related to future education. This Practicum, through a multi-approach including -

1. Increasing the awareness of parents as to the factors influencing their children encompassing themselves and peers;
 2. Personal and informational counseling intervention;
- attempted to provide students and parents with the increased ability to view and judge increased educational alternatives. In addition, this Practicum provided the direction and motivation to the staff at the Isaac E. Young Jr. High School in order to create a sense of their ownership of both the problem and the solution. It was this staff involvement that will insure the continuation of these efforts for the target population students.

This evaluation attempts to describe the results of the above two areas. The evaluation presents both formative and summative data. Previous attempts, as described in the Review of the Literature, to evaluate outcomes in these areas, have met with a great deal of difficulty. There is a great deal of documentation in the literature that attests to the value and success of such program; however, there is little significant hard data. The following evaluation does present some hard data as well as perceived outcomes by parents, students and staff.

I - Decision-making Program

Certain questions were raised prior to initiating the Decision-

making Program. Can students discover something new about themselves by learning how to make decisions? Can increased decision-making skills make students more aware of alternatives? Can a decision-making program be implemented and accepted as a needed on-going process at the Isaac E. Young Jr. High School? Will students apply their decision-making skills to educational decisions that they encounter? Now that the initial year of this Practicum is complete, it is possible to begin pointing to some results which probably have significant implications for continuing the program.

Student responses to the program have, most often, been positive and always helpful as indicated by the following sample statements:

- (a) "I really liked this program; I wish all the other kids could have a chance at it."
- (b) "I found out a lot about myself."
- (c) "I begin to understand how to ask questions."
- (d) "I thought things were easy to decide but after reading, I felt nothing is easy to decide."
- (e) "I am now sure of the courses I want to take."
- (f) "I enjoyed this more than any other course in school."

After the program it was quite clear that the target students were now concerned and interested in making well informed decisions. One hundred percent of the students indicated that it is important to make good decisions. In addition, a good indication of the students' change and growth is provided by their completion of the student exercises. Evaluation was done to help the students understand what was happening

to them regarding their decision-making skills and their application of the decision-making process. The feedback information was also useful for developing lesson plans and altering them as students began to practice and apply decision-making skills.

It is always difficult to determine whether completing a course in decision-making results in the acquisition of better skills for decisions. The following Tables attempt to determine the degree to which the target population achieved competency in decision-making skills.

TABLE 10

Percent of Students Completing Student Exercises on Values	
OBJECTIVES	PERCENT OF STUDENTS REACHING OBJECTIVES
1. Students will be able to identify three personal values.	100
2. Students will be able to state a clear objective for each of the three personal values.	86
3. Students will be able to describe the role of values in a given decision-making situation.	80

Table 10 indicates the percentage of students reaching the stated objectives regarding values in the decision-making process. Although this is a post hoc evaluation, it appears to indicate the awareness of values by students and their influence on decisions. Prior student behavior, as reported by parents, students, and teachers, appears to indicate that these and other similar students were unable to incorporate values and decision-making previously.

TABLE 11
Percent of Students Completing Student
Exercises on Information

OBJECTIVES	PERCENT OF STUDENTS REACHING OBJECTIVES
1. Students will be able to list the four kinds of information required in good decision-making.	100
2. Students will be able to list three new pieces of information they learned about themselves.	96
3. Given a situation that requires a decision, students will be able to:	
a. list available alternatives -	93
b. list sources of information -	96
c. rank sources of information -	83
d. complete decision-making process within a time limit -	73

Table 11 indicates the percentage of students reaching the stated objectives for student exercises on dealing with information. Teacher observations indicated growth in the students' ability to use information in decision-making. This growth is supported by the results in the Table above.

TABLE 12
Percent of Students Completing
Student Exercises on Strategy

OBJECTIVES	PERCENT OF STUDENTS REACHING OBJECTIVES
1. Students will be able to list four common decision-making strategies.	100
2. Students will be able to describe four common decision-making strategies	83
3. Students will be able to identify decision-making strategies in a given decision situation.	73
4. Students will state that they feel more confident in their ability to make decisions.	100

Table 12 indicates the percentage of students reaching the stated objective for student exercises on strategy. As in the other two areas, the results indicate good functioning on strategy and decision-making. It should be stated, however, that those objectives which required simple recall received the highest percentage of students performing correctly. As requirements became more complex, a small percentage of students was able to complete the tasks correctly. Although the overall results appear satisfactory, there are indications of need to provide additional and continuous sessions on decision-making.

There was no attempt to measure the total decision-making process with hard data. It was felt that the goodness of a decision should be evaluated on the basis of how it was made and perceived by the individual. The following Tables attempted to elicit and record these perceptions.

TABLE 13

Analysis of Student Responses to
Items on Decision-making Student Questionnaire

QUESTION	AGREE/ STRONGLY AGREE	DISAGREE/ STRONGLY DISAGREE
1. I like the decision-making materials.	18	10
2. The materials are interesting.	16	10
3. The materials contain valuable information.	20	8
4. Decision-making has stimulated my thinking.	12	14
5. These materials have helped me develop a method of problem solving.	14	14
6. I have come to view myself as a person of more value than I had previously thought of myself.	22	6

TABLE 13
(continued --)

QUESTION	AGREE/ STRONGLY AGREE	DISAGREE/ STRONGLY DISAGREE
7. I have grown in self-confidence.	18	8
8. I am less confused when I have to make a decision.	16	12
9. The materials were immediately useful to me.	16	10
10. What I have learned will be useful to me in the future.	16	10
11. I am now able to participate more in other classes.	14	14
12. I recommend the decision-making materials to all students.	18	10
13. Decision-making should be offered as a part of the school's curriculum.	14	14
14. I find that I can now deal with problems I used to avoid.	18	8
15. I can now develop alternatives when faced with an important decision.	16	8
16. I now understand myself and my personal values better.	18	10
17. I am better able to set clear objectives for my future.	20	8
18. I have made better decisions since being exposed to the decision-making materials than I was able to make before being exposed to them.	14	10

Table 13 is a student response item analysis on a Decision-making Student Questionnaire. In all instances, except one, more students responded in agreement with the statements. "Undecided" responses received the fewest

choices. The one statement receiving a larger number of "Disagrees" was - "Decision-making has stimulated my thinking." It was felt by this author that this statement, as well as a few of the others, was not perceived by the students within the intent of the information sought.

It was felt by the Evaluation Team that a difference of, at least, 8 students between agreement and disagreement, is indicative of significant information regarding students' perceptions. The following Tables display the significant student responses on the Decision-making Student Questionnaire.

TABLE 14

Percent of Student Responses to Question #1
"I like the decision-making materials."

Scaled Responses	Percent of Students
Strongly agree to agree	60
Undecided	7
Disagree to strongly disagree	33

TABLE 15

Percent of Student Responses to Question #3
 "The materials contain valuable information."

Scaled Responses	Percent of Students
Strongly agree to agree	66
Undecided	8
Disagree to strongly disagree	26

TABLE 16

Percent of Student Responses to Question #6
 "I have come to view myself as a person
 of more value than I had previously thought
 of myself."

Scaled Responses	Percent of Students
Strongly agree to agree	73
Undecided	7
Disagree to strongly disagree	20

TABLE 17

Percent of Student Responses to Question #7
 "I have grown in self-confidence."

Scaled Responses	Percent of Students
Strongly agree to agree	60
Undecided	14
Disagree to strongly disagree	26

TABLE 18

Percent of Student Responses to Question #12
 "I recommend the decision-making materials to
 all students."

Scaled Responses	Percent of Students
Strongly agree to agree	60
Undecided	7
Disagree to strongly disagree	33

TABLE 19

Percent of Student Responses to Question #14
 "I find that I can now deal with problems I used to avoid."

Scaled Responses	Percent of Students
Strongly agree to agree	60
Undecided	10
Disagree to strongly disagree	30

TABLE 20

Percent of Student Responses to Question #15
 "I can now develop alternatives when faced
 with an important decision."

Scaled Responses	Percent of Students
Strongly agree to agree	53
Undecided	21
Disagree to strongly disagree	26

TABLE 21

Percent of Student Responses to Question #16
 "I now understand myself and my personal
 values better."

Scaled Responses	Percent of Students
Strongly agree to agree	60
Undecided	7
Disagree to strongly disagree	33

TABLE 22

Percent of Student Responses to Question #17
 "I am better able to set clear objectives
 for my future."

Scaled Responses	Percent of Students
Strongly agree to agree	66
Undecided	8
Disagree to strongly disagree	26

Tables 14 through 22 indicated those items on the Decision-making Questionnaire that received a significant number of positive student responses. This information was helpful in additional counseling sessions. Those statements not receiving a significant positive response served as information indicative of need.

TABLE 23

Analysis of Student Perceptions of the
Format of the Decision-making materials

Pace of Materials	Percent of Students
1. All right	33
2. Too fast	6
3. Too slow	46
4. Sometimes both 2 and 3	15

Table 23 indicates the students' perceptions of the pace of the decision-making materials. The largest percentage of students viewed the program as moving too slowly. Secondary thoughts by the Program Staff revealed that the original expectations of teachers for the target population was too low. The information in the above Table was useful in placing teachers' perceptions in line with the students' perceptions.

II - Counseling Intervention

For many years it has been traditional and convenient to blame the lack of school achievement upon either the individual or upon the weaknesses of society. Today, neither of these explanations hold up. There are many factors, as emphasized in the Review of the Literature, including negative expectations held by both the school and the students, that influence school and future functioning. An attitudinal disability is often destructive to future advancement and difficult to overcome. This attitude was expressed by the target population, prior to the program, by a self-defeating view.

The basic instrument used to determine improved school attitudes was the Student Opinion Poll II, a 49-item attitude questionnaire. The questionnaire was a revision of an earlier instrument, Jackson and Getzels, (1959) and dealt with four aspects of school life; the teachers, the curriculum, the student body and classroom procedures. Test reliability, based on Kuder-Richardson formula 20 is .86.

TABLE 24

Test of Significance (t) Between Mean Positive Response
Pre and Post for Target Population Students

Measure	Pre	Post
Number	30	30
Mean	18.6	29.6
Standard Deviation		13.86
t		5.36
Level of Significance		.01
t at .01 = 2.76		

Table 24 shows the number, means, standard deviation, t statistic and level of significance for the Pre and Post target population students on the Student Opinion Poll. The results indicate a significant difference in school attitudes. There were significantly more positive responses on the Post evaluation. Because of inadequate research design, it was difficult to attribute the growth to the program. A review of the growth made on individual items was, however, an indication to the staff that the total program played a major role in bringing about this change.

TABLE 25
Areas of Greatest Growth on the Student Opinion Poll

Number	Opinion
1	- This school listens to parents' opinions.
4	- In this school, the principal sees and talks with students.
8	- As preparation for high school, the program of this school is..
10	- In this school, the teachers' interest in the students' school work is..
11	- The teacher's interest in what the students do outside of school is..
21	- In this school we work in groups.
22	- Students get along together in this school.
32	- When students need special attention, teachers in this school are..
42	- Memory work and the learning of important facts are..
44	- Some schools hire persons in addition to teachers to help students with.. In my opinion, this type of service in the school is ..

III - Parent Workshops

It has long been known that an individual's attitudes and behavior are markedly influenced by the family. It is also felt that the patterns established may be modified and changed. The family pattern is often the most revealing source of meaningful observations available to counselors. Throughout the workshops, the staff observed a noticeable increase in student and parent initiated conversations with counselors and staff. Formerly, contacts were initiated by school personnel related to poor functioning. Parents have now been able to call and talk freely regarding their child's future and present functioning.

TABLE 26
Percent of Parents' Responses Helpful and Not Helpful to the Workshop on Self-Concept

Items	Percent of Responses	
	Helpful & Very Helpful	Little Help to Not Helpful
1. Communication with your youngsters.	96%	4%
2. Overall effectiveness of workshop.	100%	0%
3. Workshop was for you and your youngsters --		
1. Defining problem.	100%	0%
2. Generating possible solution.	60%	40%
3. Evaluating and testing solution.	80%	20%
4. Deciding on mutually acceptable solution.	60%	40%
5. Implementing solution	80%	20%
6. Evaluating solution.	60%	40%

Table 26 indicated the parents' perceptions regarding different aspects of the workshops. There was a significant impression that the workshops were helpful in all areas. The most effective areas were communications with your youngster and the overall effectiveness of the workshops.

The following Tables focus on perceptions by the Program Staff.

TABLE 27

EVALUATION BY PROGRAM STAFF

How has participation affected your attitude towards working with the underachievers?

Positive	Negative
1. Broaden view of underachieving youngster.	1. Feel that these youngsters are not underachieving.
2. Participation in Project REACH added a new dimension to role of Social Worker.	2. Did the program really confine itself to the underachieving youngster?
3. Contributed to a more positive attitude in dealing with students.	
4. Learned that parents are eager to participate.	

TABLE 28

EVALUATION BY PROGRAM STAFF

How has participation in the program affected your attitude toward working with parents?

POSITIVE	NEGATIVE
1. Has been gratifying to see school professional staff and parents geared to fulfill the needs and potential of these students. 2. Allowed closer work with parents. 3. Has changed attitude toward working with parents. 4. Reaffirmation of the 3-way process: Home - School- Student. 5. Parents do care. 6. See that parents do need support from professionals in working with their children. 7. Most parents are seeking better ways to communicate with their children. 8. Learned that parents are bright but have minimal expectations. 9. More relaxed atmosphere in working with parents.	1. No change.

TABLE 29

EVALUATION BY PROGRAM STAFF

What needs do you still see as necessary to meet in order to effect a good comprehensive program for these students?

LIST OF RESPONSES IN ORDER OF REPETITION

1. More long-range goals.
 2. A re-definition and re-emphasis of goals for parents and students to crystalize understanding.
 3. Personalization structure for counselor, teacher and student.
 4. Another look at the selection of participant process.
 5. Frequent communication between home and school to determine weakness.
 6. More joint meetings or additional, between parents and students.
 7. More parental responsibility for the operation of the program.
 8. Continual program support from professional staff.
-

Tables 27 through 29 reflect perceptions of the Program Staff. It was these perceptions as well as other observations that led this author to conclude that this Practicum achieved a most important major objective. This initial program provided the motivation as well as new attitudes of staff. The Isaac E. Young Junior High School is now aware of its ability to continue and increase its delivery of services to the target population. An initial program that was started and coordinated by this author, is now a full program at the Isaac E. Young Jr. High School.

DISCUSSION

Program Staff Evaluation

(6 teachers, 1 social worker, 1 administrator, 1 psychologist 1 key counselor)

The results in Tables 10-29 gave indication that participation in the program affected the attitudes of staff toward working with Black and Italian students in a positive direction. The most often repeated comment was, "The program broadened my view of the under-achieving youngster." This response was characteristic of the perception of who constitutes the underachieving youngster. In discussion with the respondents, it was revealed that underachieving was synonymous with both low reading scores and low IQ. Table 28 which asked the question, "How has participation in the program affected your attitude toward working with parents," demonstrated an overwhelming change in attitude. While several staff members had their sights raised as to the interest of all parents, others saw the program as reaffirming their belief that 'parents do care.' Concomitant with this belief was the feeling that while many of the parents did care, they really didn't know how to proceed in establishing a tone of achieving for their youngsters.

The single response which indicated no change came from the staff member who worked at least ninety percent of the time only with students.

The final question as reflected in Table 29, asked - "What needs do you still see as necessary to meet in order to effect a good comprehensive program for these students?" The most significant response was one which asked for long range goals. The program's general goal or

overview was stated and agreed to by the principal and staff. (To motivate underachieving youngsters at the I. E. Y. Jr. High School particularly minority racial and ethnic youngsters, to pursue higher academic and technical goals). However, the staff seems to need the implementation of these long range goals spelled out more concretely in relationship to strategies and activities. The staff response was overwhelmingly enthusiastic about the concept of the program, the direction of the program, the response of the parents and students. The author concluded that staff doesn't want to lose the momentum of the program; thus for the next 2-year period, they would like to spell out more carefully the activities and strategies to ensure the integrity of the program. The recommendations that follow begin to implement this need.

One other significant response was that of providing a structure for a one-to-one support for the students. The implementation of the "Don" system should actualize this need. Each program staff member has selected, in agreement with the student and his family, three to four students each to work with both in a counseling and a supportive role. Staff members will provide "time" for activities, to be mutually agreed upon, during the summer for each student.

It is clear that the Program Staff supports the direction and intent of Project REACH.

Student Evaluation - Decision-making skills

Most of the student sessions involved strategies designed to enable students to change attitudes toward motivation and increase self-concept

through first, awareness of the decision-making process and then, increased skills in that area.

The effectiveness of the decision-making materials and strategies are reflected more significantly in Tables #10 through #23. Students did perceive themselves as having more value and worth, growing in self-confidence, and better able to deal with problems.

One of the clearly stated goals of the program was to provide students....with decision-making skills and to provide a program that would enable students....to respond positively to negative "Peer" pressure. As previous discussion has indicated, a change to positive self concept is augmented often through enabling the youngster to effectively determine his values and decisions.

There seemed to be little indication of a significant carryover in the perception of the students from the acquisition of these skills to more participation in the classroom. At the present time information is not accessible as to whether classroom participation was high previous to the intervention of this program.

Finally, it is clear that if there is to be a continuation of the decision-making program, that strategies must be altered so that the students do not perceive the sessions as too slowly paced.

Student Evaluation - Student Questionnaire

Though students, generally, did not feel that there had been increased class participation, as reflected in Table 13, the results of this questionnaire showed that there had been a significant change in attitude toward school, counseling, the future. While students changed their attitude more positively toward "what you want to be when you

grow up," the author does not perceive this as final choice; but rather that it reflects more thought to the possibilities by many students.

Fewer students had changed their attitudes toward family as better, However, the length of the program sessions in the current year, did not allow for much intra-communication or joint activity. It is expected that a more positive change will be observed next year. There must be time for these two groups (families and students) to interact as a result of their continually acquired skills.

Almost all students responded positively to the question, "Have you talked to friends about your experience in the program?" The author interprets this as a feeling on the part of the students as having pride that they were in such a program. Several of the staff members reported that many of the students talked positively of "belonging" to such a group and wanted "more." The enthusiasm may be due to the Hawthorne effect and certainly the staff will have to keep the "esprit de corp" going through its planned activities for the 2nd and 3rd phase of the program.

Three students responding, did not feel that the program had helped them thus far. The staff member assigned to them as a Don (advisor, counselor, buddy) have their responses and will attempt to delineate, over the summer, the problem.

It is the view of the author that the program had significant effect on the students as it related to change in attitude of self and school. This is shown clearly in Tables 24 and 25. Although

there was no control group, the significant, positive results on the Student Opinion Poll reinforce this author's perceptions.

Parent Evaluation - Workshop

The parents were quite enthusiastic about the workshop. At no time during the sessions were there less than fifteen students represented by their families.

The overwhelming growth in the program was in relationship to the parents' ability to communicate more effectively with their youngsters as reflected in Table 26. Support for this feeling is reflected in the total response from all the thirty families; that overall, the workshops were effective.

The weakest link in the workshops was found in providing help for the parents in generating solutions and in deciding on mutually acceptable solutions, and evaluating solutions. The author attributes this to the factor that while students were provided with sessions in decision-making skills, the parents were not. The staff, in their plans for phases 2 and 3, will take this into account.

Parent Evaluation - Improvement in Youngster

While the parents, like the students, noticed a marked improvement in their child's attitude towards school, they, too, found less change in attitude toward teachers, homework, and decision-making skills.

Enough data was not generated to determine if there was a mutual understanding of what "homework" means among parents, students, and teachers. As an administrator, the author has often found that parents' perceptions of what "homework is" is not congruent with what the teacher assigns.

The low range in change in decision-making skills is due, the author views, to the factor that, as discussed earlier, the parents were not involved with their students in the decision-making process.

Twenty-four of the thirty students selected participated 90% of the time as reflected by the attendance roll. The families of eighteen of the students selected participated in all of the sessions at least 90% of the time. Families of five of the students selected participated at least 50% of the time in the sessions. The remaining seven families were difficult to reach. Numerous telephone calls were made and they received all correspondence. The Project Coordinator has agreed to establish further contact with them over the summer. Their youngsters had been assigned a "Don" through the family participation was minimal or non-existent. It is expected that parent participation can be increased for these families if the Dons can increase their contacts with their children.

One of the most helpful tools in the evaluation process was the Program Staff meetings which enabled the Program Staff and Project Leaders to gain useful information, through reflection of what had happened at previous sessions, so that decisions could be made as to where or what to modify in forthcoming sessions. The careful record keeping by the evaluator of all sessions enabled both the Principals of the junior high and the high school to be constantly updated as to what was taking place in the program.

The overall effect of the project's first phase can be summarized as effective in the areas of increased self concept and awareness for

students, increased skills in valuing and decision-making for students, increased awareness on the parent's part for effective communication skills, and generally, a more positive attitude toward school.

Representative phrases taken from parents' and students' anecdotal references are listed below..

"It was an opportunity for the whole family to be counseled."

"The student has more self confidence."

"We have a new orientation toward the future."

"We have been able to think more carefully about our school program."

"We have a better knowledge of where to place our emphasis and our efforts."

"We were helped in our long range planning."

"We have the feeling that teachers are interested in each student."

"Our youngster is more relaxed, calmer about entering high school."

"It helped me to understand his abilities."

"Our youngster is more interested in school work."

"Our youngster's opinions and attitudes toward school were changed."

"I want to continue. I like exploring my decisions and why."

"It helped answer our questions."

"It was a chance for parents to express themselves."

"Our youngster is better adjusted."

"We understand our youngster better."

"Our plans are changed. We now have hopes for a college education for our youngster."

"Our daughter now plans to go to college."

"I'm thinking more about things because of it."

Additional comments indicating what the parents would like to have changed or improved in connection with this project are listed below.

"A better explanation of the overall intent of the program."

"Program should start at the beginning of the school year (rather than in April)."

"Field trips should be involved."

"More of this type of program."

"The program was too short - should be longer."

"The program should reach more people and be on a bigger scale."

The results reaffirm the author's belief that a "family involvement" program centered around the multiple counseling approach will aid, to a significant degree, the ability of the school to raise the aspirational level of Black and Italian youngsters at the I. E. Young Junior High School toward future career choices in academic areas and/or higher vocational-technical occupational levels.

The author believes that Phases 2 and 3 of the program will keep the counseling approach as an integral part but also agrees the following recommendation must be incorporated in the construct of the program for these students in grades 8 and 9. In addition, it is not too early to explore, in more detail with the principal of the high school, the strategies for following these youngsters in the high school.

Finally, the Project has already begun to have some effect on staff attitudes. The leadership expects both a "rippling" of that effect as well as a transfer to further total faculty curriculum change. The Principal has already indicated his desire for such a change and has

explored, at both the district level and through the personnel responsible for outside funding possibilities of expanding the impact of the program both on other parents and other staff.

RECOMMENDATIONS

The following recommendation for Phase 2 resulted from a staff meeting on June 9th which included all representatives of the Project:

The Project Staff will meet in late August to plan the actual implementation.

1. Provide activities and strategies (know-how) in enabling parents and students to make better use of available community resources.
2. Provide sessions and activities which provide parents with sharing skills in content areas so that they may better communicate with students about actual homework or school projects.
3. Continue decision-making and valuing sessions, but jointly.
4. Provide opportunity for parents to actually sample use of materials and projects their children are involved in.
5. Provide career sessions with role modeled for parents and students.
6. Provide in-depth sessions with high school personnel for parents and students to delineate "What High School Is All About."
7. It is not too early to provide similar sessions at the college level but with the involvement of actual college students.
8. Provide sessions informally on parent and student turf.
9. Orientation to expected behaviors in the "world of work."
10. Provide resources for demonstrating specific concepts in

the classroom.

11. Provide sessions where parents and students can "make" and "take" material that will enable the home to provide an atmosphere for learning.

12. Provide a yearly calendar for each family that relates to all school activities that affect its child.

13. Create special LAPs for families who have younger children in the elementary school. With their newly found skills, this gives them a basis for expansion and, eventually, reflects back into the school.

14. Use first few minutes of evening sessions as a "Family Sharing" session: information about family members, their individual interests and provide favorite family recipe with other REACH families.

15. If funds become available, provide supervised child care.

16. Make initial home visits to those families who are poor in attendance.

As the results have shown, most parents want to have meaningful involvement, the school can provide desirable outlets for this involvement and at the same time, help motivate toward high achievement those youngster who so often have "died on the vine."

CHAPTER V

SUMMARY

A general pattern of low achievement, as related to higher academic pursuit or technical or vocational aspirations among the graduates of the Isaac E. Young Junior High School, prompted the need to assess more closely the actual placement of students upon graduation from the comprehensive high school in New Rochelle, New York.

With the collaboration of the Coordinator of Guidance at the high school and the Principal of the New Rochelle High School, it was determined from data generated by the high school staff, that a large majority of Black and Italian youngsters were achieving at minimal levels.

The author, with the support of the Isaac E. Young Junior High School Principal, initiated and helped to implement a project designed to provide some corrective measures by developing and implementing a program to provide the school staff with a structured approach to delivering increased decision-making skills and personal and informational counseling.

The effort of this Practicum was to fuse home and school in a cooperative and mutual exchange of ideas and skills in framing a construct for broadening aspirational levels of these youngsters. The Project was designed to phase over three years. The initial phase, the development and implementation of this Practicum, was a multiple program of counseling and decision-making for staff, students and

family.

The Project was implemented with the full support of the Principal and faculty. Steps outlined in the Methodology chapter of the Practicum indicate the careful planning for total support.

The following observations were considered fundamental and basic to the success of the Project to date:

1. That parents were able to help the youngsters improve their learning attitudes with counseling aid.
2. That it was possible to improve self concept of youngsters by training them in the processes of valuing and decision-making.
3. That a combined approach (home and school) was more effective than either home or school.
4. That teachers and administrators were challenged to make changes, develop programs and try new techniques to motivate under-achieving youngsters as they gained a more personal contact with the student and his family.
5. There was special merit in selecting pupils of academic promise in seventh grade and orienting them toward broadening their educational alternatives.

One of the significant outcomes of this Project was that it was possible to enable students to achieve self-discovery while giving them a start towards self-direction. Pushing and prodding do not lead to successful motivation, but school and home can aid students in achieving some goals that they can discover in themselves.

Parental involvement, on the basis of learning, not being told,

or P.T.A.'ed, provided an avenue for parents to help motivate their children. It was clear that when home and school join together to strengthen skills and exchange ideas, positive attitudes develop and it makes it possible for higher education goals to become a reality.

Mrs. Alta Meeks, Project Staff Leader and the Principal, Mr. Isaku Konoshima, plan to meet with the school staff, student representatives and parent representatives two weeks before school starts in September to plan specific strategies, sessions, and activities to meet the request of recommendations as reported in Chapter IV of the Practicum.

The author has agreed to continue in the role of Evaluator, with assistance from the New Rochelle Evaluation Team to both monitor the program and provide ongoing evaluation for decision-making. The author has further agreed to work with Mrs. Rosalind Byrnes, Principal for District-wide Services, to explore funding for the program under Title III and private funding sources.

The President of the P.T.A., Janet Hill, is anxious to have the concept of the program expand to a large number of students. Funding would facilitate such an effort.

The Project Staff, as reported earlier, will add incoming 7th grade families to the Project.

Finally, the Key Counselor, the Principal of the High School, the Principal of the I. E. Young Jr. High School and the Assistant Superintendent, have agreed to meet the first week in July to review the Project and determine further long range goals for the operation

of the Project.

It is important that all of our children be given a reaffirmation to reach their highest potential. Educators have no right to set any lower estimate.

Kenneth Clark states, "it is the function of contemporary American educators to discover and implement techniques for uncovering every ounce of intellectual potential in all our children..... creative human intelligence is an all-too-rare resource and must be trained and conserved wherever it is found."

Project REACH attempts to meet that challenge.

Judging by the reactions and evaluation of staff, students, and parents, it is the author's belief that most of the students are now "peeking over the lining" toward a greater sense of commitment and purpose. This initial program provided motivation and new attitudes of staff. The Isaac E. Young Junior High School is now aware of its ability to continue and increase its delivery of services to the target population. This Practicum, that was started and coordinated by this author, is now a full program at the Isaac E. Young Junior High School.

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CITY SCHOOL DISTRICT OF NEW ROCHELLE
515 NORTH AVENUE
NEW ROCHELLE, NEW YORK
10801

MARCH 5, 1973

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EDUCATIONAL GOALS FOR NEW ROCHELLE:

A FIRST STATEMENT

1. To recognize, encourage and nurture the creativity inherent in each child.
2. To develop through the instructional process humanistic perspectives which stress man's relationship to himself and to others.
3. To stress the importance of students' individual learning styles and emotional development, and to structure programs congruent with these diverse styles.
4. To relate the learning of cognitive skills to real situations so that students can cope more readily with the realities of life.
5. To provide a school environment for students and teachers free from the fear of physical and/or psychological harassment.
6. To provide an individualized learning environment in which students can develop the flexibility and adaptability necessary to cope with the rapid technological and cultural change of a society in "future shock".
7. To give each student a sense of destiny and control in shaping his life goals by providing experiences which promote greater self-understanding, greater freedom to inquire and increased competence in solving problems.
8. To recognize that successful social growth and development is based upon experiences which provide the balance between individual and group sharing and responsibility in the educational environment, so that all learn both the individuality and interdependence of man.
9. Our youth, by the 12th grade, are to be given a sufficient mastery of the basic language tools of listening, speaking, writing, reading and the analytic skills of mathematics, so that upon graduation from high school, a young man or woman

CAN SECURE AND HOLD A DECENT JOB; OR TO PURSUE FURTHER EDUCATION AND TRAINING IN A TECHNICAL SCHOOL OR COLLEGE.

10. TO PROVIDE LEARNING EXPERIENCES WHEREIN STUDENTS EXPLORE AND EXAMINE THE IMPACT UPON THEIR LIVES OF MAJOR SOCIETAL ISSUES.
11. TO DEVELOP FLEXIBLE PROGRAM DESIGNS WHICH WILL ENABLE STUDENTS TO PURSUE INDIVIDUALIZED SEQUENCES OF STUDY.
12. TO DEVELOP A CURRICULUM WHICH IS CONCEPT-CENTERED AND WHICH PROMOTES THE INTER-RELATEDNESS OF ALL KNOWLEDGE.
13. OUR CHILDREN AND YOUTH ARE TO BE GIVEN THE CHANCE THROUGH SHARED RESPONSIBILITIES AS MEMBERS OF THE SCHOOL COMMUNITY TO LEARN THE IMPORTANCE OF PHYSICAL AND ENVIRONMENTAL HEALTH IN PREPARING FOR FUTURE FAMILY AND OTHER RESPONSIBILITIES.
14. TO DEVELOP FLEXIBLE AND ALTERNATIVE PATTERNS FOR SCHOOLING WHICH WILL OFFER GREATER OPTIONS TO STUDENTS, PARENTS AND TEACHERS.
15. OUR CHILDREN AND YOUNG PEOPLE ARE TO GAIN AN APPRECIATION AND UNDERSTANDING OF THEMSELVES AND OTHERS THROUGH A KNOWLEDGE OF HISTORY, LITERATURE, ART, MUSIC AND SCIENCE. THROUGHOUT OUR SYSTEM LET THERE BE A RICHNESS OF INTERCULTURAL EXCHANGES AND RESPECT INCULCATED FOR VOCATIONAL AS WELL AS ACADEMIC ACHIEVEMENT.
16. TO PROVIDE AND ENCOURAGE VARIETIES OF STAFF DEVELOPMENT PREDICATED ON THE EXPRESSED NEEDS OF THE STAFF MEMBERS THEMSELVES.
17. TO EXPAND LEARNING ENVIRONMENT TO INCLUDE THE RESOURCES OF THE COMMUNITY, UNIVERSITIES, EDUCATIONAL AND SOCIAL AGENCIES.
18. TO DEVELOP AMONG STUDENTS AND IN THE COMMUNITY A LOVE OF LEARNING BASED ON THE KNOWLEDGE THAT FORMAL SCHOOLING IS ONLY ONE ELEMENT IN THE LEARNING PROCESS, AND THAT EDUCATION TRANSCENDS THE BOUNDARIES OF FORMAL SCHOOL SETTINGS, AND IS A LIFETIME PROCESS.

APPENDIX B

DATA FROM THE NEW ROCHELLE HIGH SCHOOL

School Year 1973 and 1974

APPENDIX B

I. Relationship of Class Standing of Black Students at New Rochelle High School

1974 Senior Class

- a. The senior class of 1974 had 851 students. Of those, 808 graduated.
- b. The class of 1974 graduated 111 Black students.
- c. Of the total 131 Black population¹ in the 1974 class, 78 ranked below 450 in a class ranking of 851.
- d. Of the 111 students, 41 took a college preparatory program² and 66 took an academic (general) program. (Rest of the programs are missing)

1973 Senior Class

- a. The senior class of 1973 had 866 students. Of these, 799 graduated.
- b. The class of 1973 graduated 103 Black students.
- c. Of the total Black population in the 1973 class,³ 67 ranked below 450 in a class ranking of 866.

Note: This data raises two questions that the district may want to look at.

1. How many students drop out past the 10th grade? After graduation from junior high school? Many more Black students potentially feed into the high school. Where are they?
2. What happens to the students who don't graduate in the 3 years? What followup do we have on them?

¹

This figure includes Black population feeding in from two junior high schools.

²

College preparatory is classified by the nature of the course and weight given in the system.

³

A student ranking out of 450 in the class had acquired a cumulative average of approximately 77.75.

APPENDIX B

II. Relationship of Class Standing of Italian Students at the New Rochelle High School

1974 Senior Class

- a. The senior class of 1974 had 851 students. Of those, 808 graduated.
- b. The class of 1974 graduated 185 Italian students.
- c. Of the total 185 Italian population in the 1974 class, 99 ranked below 450 in a class ranking of 851.
- d. Of the 185 students, 67 took a college preparatory program and 98 took an academic (general) program.

1973 Senior Class

- a. The senior class of 1973 had 866 students. Of those, 799 graduated.
- b. The class of 1973 graduated 175 Italian students.
- c. Of the total Italian population in the 1973 class, 119 ranked below 450 in a class ranking of 866.

APPENDIX B

- III. The High School operates on a school-within-a-school concept. Following are indices or data that reflect trends based on information for House II. (As prepared by Marvin Bookbinder, Coordinator of Guidance, New Rochelle High School).

POPULATION BREAKDOWN -- 1973-74 School Year

TABLE I

	Grade 10		Grade 11		Grade 12	
		%		%		%
Total Number of Students	249		269		230	
Black	54	(21)	43	(15)	28	(12)
Italian	49	(19)	67	(24)	49	(21)
Other	146	(60)	159	(61)	153	(67)

SUSPENSIONS - HOUSE II - 11/19/73 -6/11/74 (Percentage)

TABLE II

Population: 748 --Cutting (Truancy) --Discipline

GRADE	B	I	O	B	I	O
10	15	10	27	9	3	5
11	27	13	20	5	6	5
12	11	10	19	5	2	5

Looked upon as percentages, the figures show the following. Since these are subjective, I have not tried to ensure that my percentages add up to 100%. However, they are relatively accurate within two percentage points.

<u>10th Grade</u>	<u>% Population</u>	<u>% Cut</u>	<u>% Discipline</u>
Black	21	28	52
Italian	19	19	17
Other	60	51	29
<u>11th Grade</u>			
Black	15	45	31
Italian	24	21	37
Other	61	33	31
<u>12th Grade</u>			
Black	12	27	41
Italian	21	15	16
Other	67	47	41

Appendix B

PROGRAM PLACEMENT

TABLE III

<u>Grade 10</u>	<u>College Prep</u>	<u>%</u>	<u>General</u>	<u>%</u>	<u>Mixed</u>	<u>%</u>
Black	18	7	31	12	5	2.
Italian	25	10	19	8	5	2.
Other	105	42	36	14	5	2.
Total	148	59	86	34	15	6.
<u>Grade 11</u>						
Black	17	6	23	9	3	1.
Italian	34	12	32	11	1	0.3
Other	121	44	30	11	8	2.
Total	172	62	85	31	12	3.3
<u>Grade 12</u>						
Black	12	5	15	6	1	0.4
Italian	14	6	35	15	-	-
Other	105	45	47	20	-	-
Total	131	56	97	41	1	0.4

APPENDIX C

THE NEW ROCHELLE SCHOOL PROFILE

- An Explanation

WHAT IS THE NEW ROCHELLE SCHOOL PROFILE?

THE NEW ROCHELLE SCHOOL PROFILE is a means of expressing important information about each school and about the entire New Rochelle public-school system. This information is organized under the following four headings:

- * Community factors, which tell us something about living conditions in the geographical area served by the school.
 - * School factors, which tell us something about the student body, the faculty and staffing practices at the school.
 - * Educational ability, which tells us something about the minimum expectations of the student body to perform academic tasks.
 - * Achievement, which tells us something about the actual performance of the student body on certain tests.
- For a precise definition of each of the factors included under these four headings, please see the description below.

Is this PROFILE related to the TESTING PROFILE?

Yes, it complements the New Rochelle Testing Profile. The testing Profile provides, in a graphic manner, information about the ability and achievement of an individual pupil. This School Profile provides information about groups of pupils, their school, and their community.

Parents may request information on the Testing Profile prepared for their child any time they desire at his school. In fact, parents are urged to

become well acquainted with their child's Testing Profile.

What limitations should the reader observe as he uses this PROFILE?

Although the reader should feel free to draw simple relationships between factors included on the Profile, he should not try to draw causal and-effect relationships between factors.

For example, the reader may note that the school has a lower absence rate than the system-wide absence rate and that students in the school have performed better on reading than students throughout the school system. But the reader should not infer that better attendance alone has caused the better performance. There is growing recognition among educators and parents of the complexity of the educational task. Good performance or poor performance results from multiple causes.

Information provided in the New Rochelle School Profile is not sufficient to explain the success or failure of children in school nor can it explain success or failure of school programs developed to teach these children. However, if used judiciously it can contribute much to an individual's understanding of the community, the school, and the aptitude and performance of groups of students.

Where can I get more information about this PROFILE?

Call the school in your neighborhood. A member of the staff will be pleased to provide more information for you at a mutually convenient time.

DESCRIPTION OF FACTORS INCLUDED IN THE NEW ROCHELLE SCHOOL PROFILE

COMMUNITY FACTORS

Percent of low-income families: The percentage of families in a school community with less than \$3000 annual income. Source: U.S. Census.

Percent of substandard housing: Percentage of homes in a school community without indoor plumbing, below suitable living conditions, or in the process of becoming so. Source: U.S. Census.

Rate of population mobility: Average number of families moving into or out of a school community compared to the average number of families in the school community for a specific period of time. Source: U.S. Census.

Rate of immigration: The number of families moving into a school community from outside New Rochelle, but compared to the average number of families in the school community for a specific period of time. Source: U.S. Census.

Percent of parents with high school diplomas: The number of parents in a school community who are high school graduates, compared to total number of parents in the area. Source: U.S. Census.

Percent of intact families: The number of families with both parents in the home compared to the total number of families in the school community. Source: U.S. Census.

Incidence of A.D.C. Cases to enrollment: Number of children from families receiving Aid to Dependent Children compared to the number of children enrolled in a school. Source: U.S. A.D.C. data.

SCHOOL FACTORS

Absence rates: Number of pupil days of absence compared to the average total pupil enrollment for a school. Source: Pupil Personnel records.

Pupil mobility rate: Total of pupils leaving a school, compared to the total pupil enrollment during the school year. Source: Pupil Personnel records.

Percent of pupils new to New Rochelle Schools: Number of pupils new to New Rochelle Schools compared to total enrollment. Source: Pupil Personnel records.

Percent of White Pupils: Number of white pupils in a school compared to the total school enrollment. Source: Sight count of pupils.

Percent of classroom teachers to total professional staff: Number of classroom teachers in a school compared to the total number of professional staff (all certified personnel). Source: Personnel records.

Percent of professional staff in state/federal funded programs: The Full Time Equivalency number (two half-time personnel = one full time) of professional staff in state or federal funded programs compared to the total professional staff. Source: Title I Office.

Staff turnover rate: Number of staff replacements in a school during the year compared to the average number of professional personnel. Source: Personnel records.

Percent of teachers with Bachelor's degree: Number of teachers on a school staff with a Bachelor's degree compared to the total number of teachers. Source: Personnel records.

Percent of teachers with B.A. + V.E. and B.A. + 30: Number of such teachers on a school staff compared to the total number of teachers. Source: Personnel records.

Percent of teachers with Master's degree: Number of teachers on a school staff with a Master's degree compared to the total number of teachers. Source: Personnel records.

Percent of teachers with B.A. + 15 and B.A. plus 60: Number of teachers on a school staff with a Master's degree and at least thirty semester hours of graduate study beyond the Master's or B.A. + 60 compared to the total number of teachers. Source: Personnel records.

Percent of teachers with M.A. + 60: Number of teachers on a school staff with a Master's degree and at least sixty semester hours of graduate study beyond the Master's, compared to the total number of teachers. Source: Personnel records.

Percent of teachers with 1 year or less experience: Number of teachers on a school staff who have taught one year or less compared to the total number of teachers. Source: Personnel records.

Percent of teachers with 1½ to 5½ years experience: Number of teachers on a school staff who have taught more than one year but less than six compared to the total number of teachers. Source: Personnel records.

Percent of teachers with 6 to 10½ years experience: Number of teachers on a school staff who have taught at least six years, but less than eleven years, compared to the total number of teachers. Source: Personnel records.

Percent of teachers with 11 or more years experience: Number of teachers on a school staff who have taught eleven or more years compared to the total number of teachers. Source: Personnel records.

EDUCATIONAL ABILITY

Educational ability is the nature and minimum expectancy of students to perform academic tasks. The verbal score is based on items that are primarily verbal, requiring the ability to read. The non-verbal score is based on items that are essentially non-verbal or pictorial, depending less upon language ability. The test used for both the verbal and the non-verbal scores is the Large Thorndike Intelligence Test.

The bar graphs are divided into two parts, each representing the scores of 25 percent of the pupils tested. These bar graphs represent school performance. School and city performance may also be compared to national norms.

ACHIEVEMENT FACTORS

The tests administered are the Iowa Tests of Basic Skills. These are not intended to measure achievement in specific course content as reflected in textbooks for various grade levels. Performance on these tests is primarily dependent on the possession of relevant knowledge, and is affected by the grade level at which the skill is introduced.

What skills are tested?

The basic skills tested in the Iowa Tests are:

- Vocabulary: knowing the meaning of words.
- Reading: understanding what you read.
- Language: spelling, capitalization, punctuation, usage.
- Work-study skills: map reading, reading graphs and tables, alphabetizing, use of an index, use of the dictionary and similar materials.
- Arithmetic: understanding the number system, arithmetic terms and operations, problem solving.

What use can be made of information provided in this PROFILE?

This information can be used in a variety of ways. It can be used to determine how well groups of students are performing in each school and in the entire New Rochelle School System.

This information also can provide the basis for discussions between individuals and groups having an interest in the program and services of the New Rochelle Public Schools.

Perhaps this information can best be used for planning new and improved school programs and services. It provides a common factual basis for identifying some problems, setting priorities, carrying out improvements, and reviewing results.

Will any changes be made in this PROFILE in the future?

Yes, as more information becomes available, it will be added to the Profile. Information, which experience proves to be less useful than desired will be deleted.

NEW ROCHELLE SCHOOL PROFILE: A Guide to Reading the Educational Ability and Achievement Factors

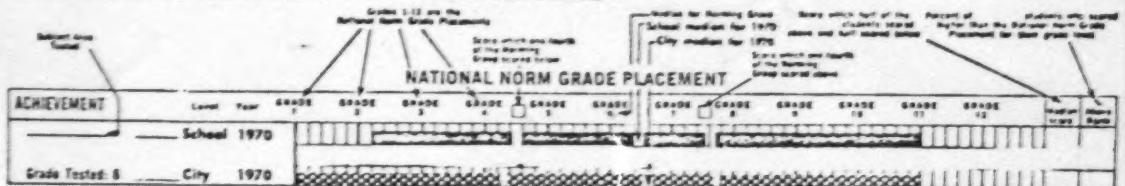
Each School Profile contains information about the specific school for which it was prepared and about the entire school system. A solid bar  is used to show information about the school and a shaded bar  shows city-wide information. The reader will see that bars under community factors and school factors are not broken into parts, but that the bars under educational ability and achievement are broken into four parts. There is a reason for this. The bars under community factors and school factors show how prevalent a condition is in the school and in the New Rochelle Schools as a whole. The bars under educational ability and achievement are broken into four parts in order to provide the reader with information about the performance of all the students who took the test. Each of the four parts of the bars represents the performance of one-fourth of the students who were tested.



ACHIEVEMENT

In the achievement section, the school bars and the city bars can be compared to National Norm Grade Placements. If the test was given at Grade 5 it is expected that the median performance on the school and city bars will occur at the National Norm Grade Placement of Grade 5. If the test was given at Grade 8, the median performance should occur at Grade 8 National Norm Grade Placement.

Each of the four parts of the school and city bars may also be compared to National Norm Grade Placements. For example, if the test was given in Grade 6 and the bar is between the first and second part of the school bar occurs at Grade 4, then one-fourth the students in Grade 6 at that school scored two grade levels below the national norm. The example below shows how the bars under achievement should be read:



National Norm Grade Placements are based on the scores of a large representative group of students across the country, called the norming group. Each grade placement represents the average performance of students in the norming group who were at that grade level when tested. For example, a placement of Grade 5 on any of the sub-tests means that on that test the median number of items answered correctly by New Rochelle students was the same as for the Grade 5 students in the norming group.



812 NORTH AVENUE
NEW ROCHELLE, NEW YORK
10801

APPENDIX D

DATA ON ACHIEVEMENT OF I.E.Y. JR. H.S. STUDENTS GRADUATING
FROM NEW ROCHELLE HIGH SCHOOL

YEARS 1973-1974

APPENDIX D -TABLE 1

DATA RELATING TO ACHIEVEMENT AND PLACEMENT OF I.E.Y. JR. HIGH SCHOOL STUDENTS AT N.R. HIGH SCHOOL

I.E.Y.J.H. GRADUATES 1970	GRADUATING N.R.H.S. 1973	%	NO. OF STUDENTS ENTERING 4-YR COLLEGES	%	NO. STUDENTS ENT. 2-YEAR COLLEGES	%	NO. STUDENTS GOING TO WORK	%	NO. STUDENTS FOR WHOM NO INFO. AVAIL.	%	NO. STUDENTS BELOW 450 RANK IN GRAD. CLASS	
ITALIAN 101	69	68%	13	18%	12	17%	32	46%	8	11%	42	60%
BLACK 39	16	41%	5	31%	3	18%	5	31%	3	18%	14	87%
<u>1971</u> ITALIAN 122	<u>1974</u> 65	53%	10	15%	17	26%	17	26%	9	13%	28	43%
BLACK 49	22	44%	10	45%	6	27%	3	13%	3	13%	19	86%

APPENDIX D

TABLE 3

HONOR ROLL DATA - I.E.Y. JR. HIGH SCHOOL

Each year at the June graduation, honor roll pins are given to those students who have remained consistently on the honor roll for three years.

<u>Years</u>	#9th graders graduating	<u>Honor Roll for 3-years</u>		
		Italian	Black	Other
1970	221	1	0	7
1971	344	7	0	12
1972	302	5	0	13

APPENDIX E

PROJECT REACH

PARENT INTERVIEW -- STUDENT INTERVIEW

APPENDIX E

PROJECT REACH

(Parent's Form)

ISAAC E. YOUNG

SPRING 1975

INTERESTS:

Clubs _____

Hobbies _____

Leisure Time _____

What are child's likes (food, clothing, money, sports, boys, girls, etc.)

What are child's greatest dislikes? _____

PARENTAL ATTITUDES AND CHARACTERISTICS:

Father: _____
(Last Name) (First)

Occupation: _____
(Answer only if you care to):

Level of School Completed (Circle One) 1 2 3 4 5 6 7 8 9 10 11 12

College: 1 2 3 4 5

Mother: _____
(Last Name) (First)

Answer Only If You Care To:

Occupation: _____

Level of School Completed (circle one) 1 2 3 4 5 6 7 8 9 10 11 12

Collete: 1 2 3 4 5

Parents Views:

1. What do you think (your youngster) needs most to help him get ahead?

2. What do you want (Your youngster) to be when he gets out of school?

3. What do you expect (name) to be?

In which activities would you like (child) to participate:

In what way do you think you can help the school in educating your child?

Do you visit school?

_____ Never _____ Occasionally _____ Often _____ Very often

Did you ever wish to obtain more education than you have by going to Night School

How did you do in school?

Did you like school?

In what activities would you (parents) like to participate?

(2)

What do you think is most important to obtain?

- _____ A) A good job
 - _____ B) A good education
 - _____ C) A well paying job
 - _____ D) To be well known or famous
 - _____ E) To make money
 - _____ F) Other _____
-

APPENDIX F

DESCRIPTION OF PROJECT FOR

PUPIL PERSONNEL STAFF & I.E.Y.J.H. STAFF

ISAAC E. YOUNG JUNIOR HIGH SCHOOL

270 Centre Ave,
New Rochelle, New York

Project REACH
(Reaffirming Each Child's Right to Pursue Academic Challenge and
Higher Educational Goals)

A Proposal Designed to Raise the Aspirational Level of Underachieving
Black and Italian Youngsters

I Introduction

Who shall be educated? For what? Who decides? What role does our school play? What role can it play?

For the past decade observations have been made of the pain, the disappointment, and maybe the first dawn of realization on the faces of many minority (Black and Italian specifically) parents and students at the June graduation in our junior high school. Very few academic awards, honors or tributes are bestowed upon this group of youngsters.

Academic thrust, college prep course, goals beyond high school appear limited in the choices of the larger population of this group.

If one stands in the auditorium of the district's comprehensive high school's June awards night, the same general observation can be made of members of this junior high school's graduation class. The same pattern is repeated!!

Several administrators, community persons, some staff at the high school have begun to raise the question. Why? Our effort will address itself to these questions and pilot a program that will generate some answers.

Why are Black and Italian (and other minority) youngsters in the junior high school not aspiring at the same rate as the rest of the school population in proportionate numbers? Why are they often not achieving at a success level high enough to warrant academic rewards and tributes? Why are a large percentage of their (and their families) past school choices made in low technical and vocational choices? What can the junior high school do to turn these patterns around? What pragmatic links can be established between the junior high and the high school to enable the larger majority of these youngsters to reach for higher education opportunity?

II Need

Available information indicates the need to produce more Black and Italian youngsters who opt for academic careers and higher technical and vocational occupational levels. (This does not negate other students being serviced.)

III Problem

Previous attempts "at" motivating and preparing large numbers of Black, Italian, and other minority youngsters for entry into academic careers and higher technical and vocational occupational levels have met with some failure based upon present high school student statistics. It appears difficult to create an "in school" program in order to move the larger majority of this population into the destined goals as explained above.

IV Objectives of REACH (For the '74-'75 school year) (Objectives for following years to be determined upon evaluation of this year's project.

1. To provide parents and students with decision-making skills,
2. To provide personal and information counseling program for parents and students,
3. To provide a counseling program for parents and students that will increase the opportunity for effective communication among all parties.
4. To provide a program that will enable students and parents to respond positively to negative "Peer" pressure,
5. Develop on a continuing basis, a program that will improve the school attitude of the target population through the counseling process.

V Long Range Goals

If this effort is successful, we expect that our junior high school will establish a more cooperative and credible partnership with parents in establishing self-goals, designing solutions and raising expectations for this population of students.

The academic climate and tone of the junior high school will improve as a result of the development of a "chain reaction" wherein the parents and students who have been helped will set an example for parents and students not in the program.

There will be an overall improvement in school performance of underachieved or undermotivated who lack interest, drive and goals for self-actualization.

There will be better articulation and follow through with the appropriate staff at the high school.

Finally, better cross-home and school participation during the critical period of early adolescence when student-family conflicts and student resistance increases should ensue.....

VI. Suggested Program Activities

The project is being executed in the following steps:

1. Meet with the Assistant to the Superintendent in Charge of Instruction, principal of the Isaac E. Young Junior High School and the principal of the high school to discuss the assumptions posed in the problems and determine if from their vantage points they see any merit in pursuing these assumptions.*
2. Prepare a report on the Needs.* (Information available in principal's office).
3. Design a program (project) for present 7th grade students at I.E.Y. (The principal of the school desires a pilot group to be followed through the 9th grade. His feeling is that a ripple effort will take place.) Also, it will allow us to interact with the high school staff. This program is to include objectives based on needs assessment and staff input.
4. A volunteer from the administrative staff of the school will be selected to coordinate the project. Several meetings with principals and administrative staff will be necessary for role clarification.
5. Identify and select maximum of 25 students as pilot group.
6. Design and implement parent counseling, parent participation, parent-student counseling teams.
7. Through the use of an ethnographic survey, determine what internal criteria of the families of the students are affecting their choices. (Dr. Peggy Sanday, anthropologist, has agreed to help design such an instrument.)
8. Provide alternative resources* to families using the broad range of community, metropolitan and community contacts.

VII. Evaluation

1. Design and execute formative evaluation during the months of December, January, February and March. The formative evaluation efforts will be based on the Malcolm Provus discrepancy model. These dates are applicable upon implementation of the program.

* All parties agreed and endorsed. The principal is participating in the design; the principal of the high school and his pupil personnel staff assisted us in collecting the data for the initial needs assessment.

2. Make the report available to all concerned parties through a summative evaluation by April 15th. Summative evaluation will be based on predetermined objectives relating to pre and post student choices for higher education. Dates are applicable upon implementation of the program.
3. Enable the principal, the key decision-maker, in this instance to determine whether to change, cancel, or recycle all or portions of the program for the following year.

APPENDIX G

LETTER OF INTENT FOR ESEA TITLE III

PROJECT REACH



CITY SCHOOL DISTRICT OF NEW ROCHELLE
515 NORTH AVENUE
NEW ROCHELLE, NEW YORK
10801

ROBERT R. SPILLANE
SUPERINTENDENT OF SCHOOLS

RUTH J. GELDON
ADMINISTRATOR
STATE & FEDERAL PROJECTS
PHONE 633-9000
EXT. 229

December 5, 1974

Dr. Taylor D. Hall
Coordinator of Innovative Education Planning
New York State Education Department
ESEA Title III Office - Room 860
Albany, New York 12224

Dear Dr. Hall:

I am enclosing herewith fifteen (15) copies of a Letter of Intent for possible funding under a Title III grant. The proposed project would be entitled "R.E.A.C.H.-Reaffirming Each Students Right To Pursue Academic Challenges and Higher Educational Goals."

A copy of this Letter of Intent has been sent to our Optional Education Representative, Mr. David Elliot of Rockland County B.O.C.E.S. at 61 Parrott Road, West Nyack.

We look forward to hearing from you before January 13th. If you have any questions, please call my office.

Very truly yours,

Ruth J. Geldon
Administrator, State & Federal
Funded Projects

RJG:es

Enc. Letter of Intent
15 copies

New York State Education Department
ESEA Title III Office - Room 860
Albany, New York 12234

Procedures for Letter of Intent Submission:

Please prepare your Letter of Intent following the format as given below. Respond briefly, no more than two pages double spaced, to items (1, 2, 3) using corresponding numbers. Send 15 copies to the above address with a copy to the appropriate Regional Planning Office in your area. The deadline for the Letter of Intent is December 9, 1974.

Local Educational Agency City School District of New Rochelle
Chief School Administrator Dr. Robert R. Spillane, Superintendent of Schools
Address 515 North Avenue, New Rochelle, New York Zip 10801
Person Preparing Letter of Intent Mrs. Rosalind B. Byrnes
Position Principal: District-Wide Services Telephone 914-632-9000 ext.
Proposed Title of Project REACH- Reaffirming Each Students Right To Pursue Academic Challenges and Higher Educational Goals
Descriptors: words which describe the area(s) with which this problem deals. (For example: Handicapped, Junior High School, Reading, etc.)
Junior High School Tutoring Parent & Student Counseling

1. Need

State the educational gap (specified in the Goals Paper) to which the project will be addressed; describe briefly how the gap was identified and who participated in the identification.

2. Problem

What problems other than lack of funds prevent closing the gaps identified in Item #1?

3. Solution

What solution(s) are proposed to overcome the problem(s)? What individuals and groups will be directly involved in the development of the formal proposal and what groups will be consulted? Indicate any other educational agencies that will be participants.

I assure that the foregoing Letter of Intent has my support and the support of my Board of Education.

Robert R. Spillane
Chief School Administrator's Signature

December 5, 1974
Date

APPENDIX H

RESPONSE ON FUNDING FOR PROJECT REACH

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

JAN 28 1975

January 27, 1975

Mrs. Ruth Geldon
Administrator, Special Projects
New Rochelle School District
515 North Avenue
New Rochelle, New York 10801

Dear Mrs. Geldon:

The following comments were made by reviewers concerning the Letters of Intent submitted from the New Rochelle School District.

Peace - The need is not adequately documented. Insufficient information given as to how proposal would be developed.

✓ Reach - It would be difficult to measure results in one year period of funding.

Evaluation Model for Decision Making - Letter of Intent does not address one of gaps directly. Scope is too broad for one year funding.

Developing Awareness of World of Nature - Field Experiences (for only 6th Grade) are extremely ephemeral. Staff education and curriculum development should have been proposed for many levels and for more lasting impact than merely field experience.

I hope these comments will be helpful to you. I think it is fair to say that when a Letter of Intent was characterized by facts and figures in the statement of need, documentation from research or other sources that proposed solution gave promise of being successful in closing the gap(s) addressed and that it was feasible to expect impact from program to be measurable in one year, then the various reviewers were impressed.

One recommendation that was made by a reviewer in connection with the environmental program was that you contact the demonstration program in Northern Westchester. I am enclosing a recent article about it. This program is administered by the USOE using Title III Section 306 funds.

Please let me know if I can be of further assistance.

Sincerely,

Shirley Sargent

Shirley Sargent
Dissemination Aide

SS/ea

cc: Mrs. Rosalind Byrnes

APPENDIX I

LETTERS TO PARENTS OF PROJECT REACH
FROM SCHOOL DISTRICT OMBUDSMAN



OFFICE OF THE SCHOOL DISTRICT OMBUDSMAN

515 North Avenue
New Rochelle, New York 10801

Phone 632-9180
632-9000

LAWRENCE M. BYRD
OMBUDSMAN

April 15, 1975

TO: Parents of Project REACH

I thoroughly enjoyed the evening spent with you. For those of you I have not yet met, I look forward to sharing some time with you.

Attached is the material I promised to mail.

Please mark April 27th on your calendar as the date we plan to see each other again.

Sincerely,

Larry Byrd

LMB:ms

Attachment



OFFICE OF THE SCHOOL DISTRICT OMBUDSMAN

515 North Avenue
New Rochelle, New York 10801

Phone 632-9180
632-9000

LAWRENCE M. BYRD
OMBUDSMAN

June 10, 1975

Mrs. Lorretta Alexander
126 Franklin Avenue
New Rochelle, New York

Dear Mrs. Alexander:

I thoroughly enjoyed the opportunity provided by REACH to work with you as a participating parent. As parents, I found working with you individually and collectively a meaningful experience. I feel both praise and admiration for each family represented.

Your continued participation in this project is strongly encouraged. I certainly pledge myself to assist you, your child and the I.E.Y. staff in any way or manner I can prove helpful.

May your summer be safely and pleasantly spent.

Sincerely,

Larry Byrd

LMB:ms

APPENDIX J

PARENTS' PLEDGE OF COOPERATION

Project REACH

ISAAC E. YOUNG JUNIOR HIGH SCHOOL

THE PARENTS' PLEDGE OF COOPERATION

I. I pledge that I will do my level best to help my child put forth his best effort to study and achieve in school.

1. I will make sure that my child attends school every day, on time and with sufficient rest to be able to do a good job.
2. I will help my child come to school with the proper frame of mind that will make him ready and willing to do his very best every day.
3. I will provide my child with a dictionary and, as far as I am able, a quiet, well-lighted place to study.
4. I will insist that my child spend some time studying at home each day.
5. I will visit my child's teachers at least once during each marking period.
6. I will discuss my child's report card with him. I will compare my child's grade level with his level of achievement.
7. I will attend meetings as often as I can.
8. I will improve my communication skills with my child.

II. I recognize the fact that skills in reading and critical thinking is the key to success in school achievement. Therefore:

1. I will provide my child with a library card and urge that he use it regularly.
2. I will give him suitable books frequently (on birthdays, holidays, and other special occasions).
3. I will give him a subscription to one of the weekly or monthly newspapers or magazines.

III. I pledge to do my best to help my child perceive that SUCCESS IN SCHOOL IS HIS MOST IMPORTANT BUSINESS.

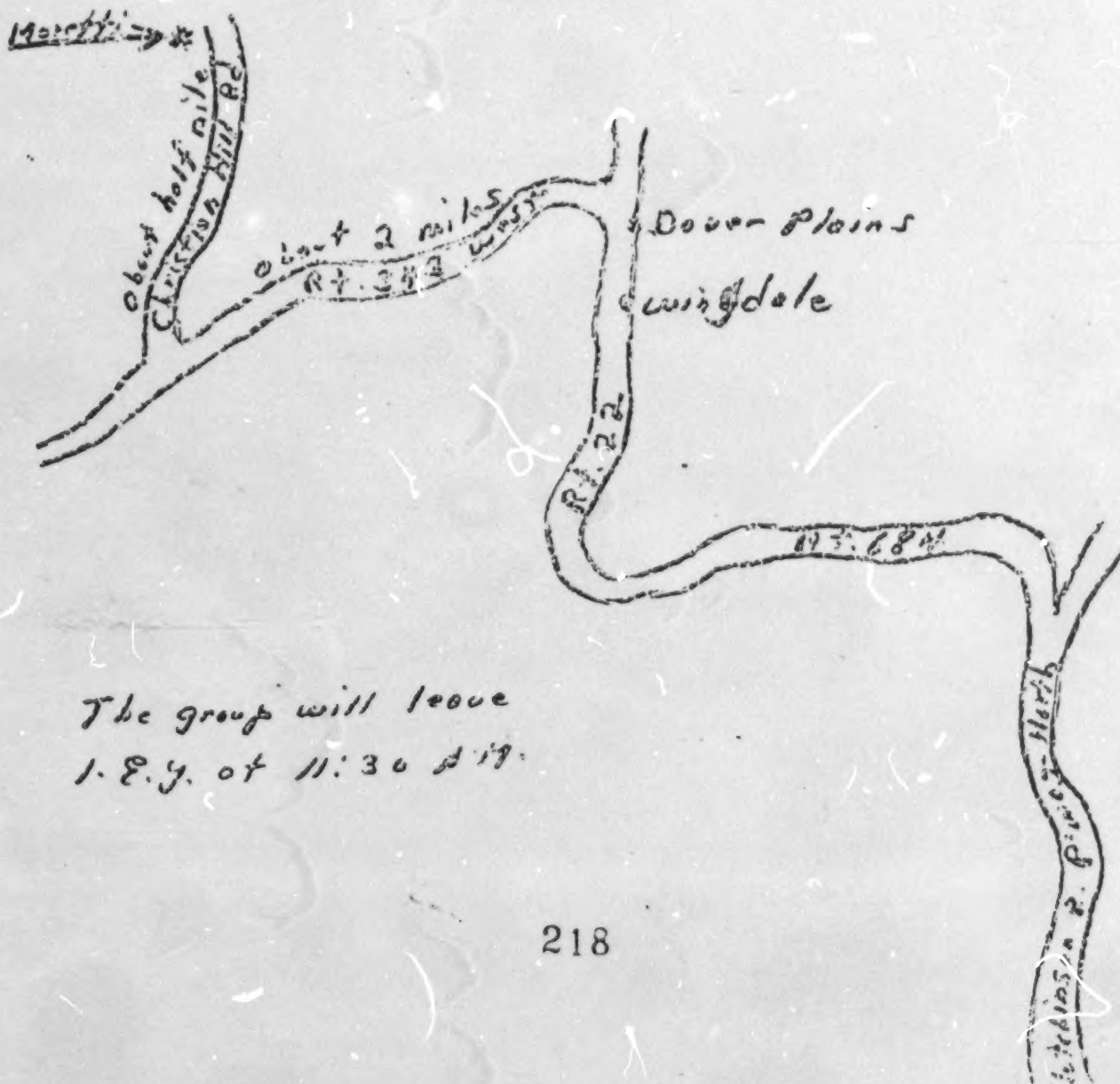
APPENDIX K

INVITATION AND DIRECTIONS TO FAMILY OUTING

The "Project Peach" staff invites all "Rural" students and their families to a year's-end picnic at Mr. Moritz's place in Dutchess County. This Sunday - June 1 - bring a blanket and picnic lunch & enjoy a day in the country.

Transportation may be a problem for some. If you have room in your car please meet at the I. E. Y. parking lot at 11:00 A.M.

We hope this map will get you there but if you have trouble call this number - 877-6583.



The group will leave
I. E. Y. at 11:30 A.M.

APPENDIX L

PROGRAM STAFF EVALUATION

Project REACH
Isaac E. Young Junior High School

June 1, 1975

PROGRAM STAFF EVALUATION (Summative)

1. How has participation in the Program affected your attitude toward working with the underachieving youngster?

Participation in Project Reach has broadened my view of the underachieving youngster and has contributed to a more positive attitude in dealing with the students.

2. How has participation in the program affected your attitude towards working with parents.

The program also allowed me to work more closely with parents. My attitude towards working with parents hasn't greatly changed, but has been supported, in regards to the importance of parental involvement in the education of students.

3. What needs do you still see as necessary to meet in order to effect a good comprehensive program for these students?

- ① a somewhat more structured and clearly defined program
- ② short-range as well as long-range goals
- ③ Personalization between counselor and student
- ④ More parental responsibility for the operation of the program

Mr. Anderson

Project REACH

June 1, 1975

Isaac E. Young Junior High School

PROGRAM STAFF EVALUATION (Summative)

1. How has participation in the Program affected your attitude toward working with the underachieving youngster?

It has been obvious that it is possible to motivate the underachiever to action. Their eagerness to participate in the program, including their attendance at meetings after school hours, indicates they do wish to become successful in their school programs and are willing to work toward this goal. To their credit they have not used the programs as gripe sessions, but have actively participated in exploring their feelings and sharing ideas and opinions.

2. How has participation in the program affected your attitude towards working with parents.

For too long, it has been a belief that underachievers have parents who don't care about their children's education and are unwilling to cooperate with the schools. We have seen the program as a reaffirmation of the 3 way partnership between student, school and family. Parents have shown concern, motivation interest and a great desire to take an active role in ~~assisting~~ the education of their youngsters.

3. What needs do you still see as necessary to meet in order to effect a good comprehensive program for these students?

The program has gotten off to a good start. At the start we have been very flexible in organizing meetings and relating to topics. While we need to remain flexible, it does seem to be time to begin to develop more extensive long range plans. This would include specific plans of action as well as goals and aims.

McMahon

Project REACH

June 1, 1975

Isaac E. Young Junior High School

ERCERAM STAFF EVALUATION (Summative)

1. How has participation in the Program affected your attitude toward working with the underachieving youngster?

No change - I've enjoyed opportunity to work more directly with youngsters - the meetings have encouraged as more relaxed relationships with kids that participated.

2. How has participation in the program affected your attitude towards working with parents.

No change. We have worked mostly with the kids in separate meetings.

3. What needs do you still see as necessary to meet in order to effect a good comprehensive program for these students?

as a next step
specific
Formulation of goals that students and parents want to work for - they have been generalized and this has been good as an opening, but I think concrete aims that perhaps can be perceived easily when achieved should be established.

Project REACH

June 1, 1975

Isaac E. Young Junior High School

PROGRAM STAFF EVALUATION (Summative)

1. How has participation in the Program affected your attitude toward working with the underachieving youngster?

Although working with these students hasn't really changed my attitude it has broadened my knowledge about them. The additional personal contact & seeing them outside the classroom has helped in understanding them a great deal. However, not all students involved were underachieving.

2. How has participation in the program affected your attitude towards working with parents.

It has made working with parents more relaxed. The program has shown the the parents of these youngsters are concerned and are willing to give them time to help.

3. What needs do you still see as necessary to meet in order to effect a good comprehensive program for those students?

We need more long range planning and more direction as to ~~what~~ what we plan to accomplish by project Reach.

Jr 10/1/75

June 1, 1975

Project REACH
Isaac E. Young Junior High School

PROGRAM STAFF EVALUATION (Summative)

1. How has participation in the Program affected your attitude toward working with the underachieving youngster?

These youngsters - for the most part - are not underachieving -

2. How has participation in the program affected your attitude towards working with parents.

Extremely interesting - parents are bright & students are bright but the expectations are minimal - want their children to do well in school to what end??

3. What needs do you still see as necessary to meet in order to effect a good comprehensive program for these students?

Development of a close, almost one-on-one relationship with these students - including close cooperation with home - Efforts to be directed toward attitudinal changes in parents and students.

also - frequent communication between school & home to determine weaknesses - to be supportive wherever & whenever needed.

June 1, 1975

Project REACH
Isaac E. Young Junior High School

PROGRAM STAFF EVALUATION (Summative)

1. How has participation in the Program affected your attitude toward working with the underachieving youngster?

Since the program did not confine itself to the underachieving youngster it did not provide that much of an insight, however, it did add to the total picture of experience that a child has to deal with, be he underachieving or not. It enabled me to reach a greater understanding.

2. How has participation in the program affected your attitude towards working with parents.

This greater contact with parents has not resulted in a change of attitude ~~as~~ as much as adding to my understanding. Perhaps this is the first step to a more positive attitude.

3. What needs do you still see as necessary to meet in order to effect a good comprehensive program for these students?

- ① A more extensive method in the selection of participants
- ② Greater long range planning
- ③ Way to sort out the students who might not find the program effective

Project REACH

June 1, 1975

Isaac E. Young Junior High School

PROGRAM STAFF EVALUATION (Summative)

1. How has participation in the Program affected your attitude toward working with the underachieving youngster?

Positively! It has been great to see parents eager to explore new ways of working with their children.

It also enhances my attitude to see them anxious to find out more about the program. Program has great possibilities -

2. How has participation in the program affected your attitude towards working with parents.

Working in this program reaffirms my attitude that all parents are interested in their children. However, the need and seek direction from professional in working with their child. Very positive towards help. Most of the parents are seeking ways to communicate better with their children.

3. What needs do you still see as necessary to meet in order to effect a good comprehensive program for these students?

The program has a good beginning - however, I feel:

- 1. Goals must be defined for parents and students understanding.*
- 2. Concrete help for staff in understanding the total concept of program.*
- 3. More or additional meetings (jointly) parents and students.*

4. Owner of Leadership. I regret I was unable to be present at the opening of each session.

(Alta)

Project REACH
Isaac E. Young Junior High School

June 1, 1975

PROGRAM STAFF EVALUATION (Summative)

1. How has participation in the Program affected your attitude toward working with the underschieving youngster?

Participating in Project Reach has fulfilled another segment of my professional role as a school social worker and added new dimensions to that role.

2. How has participation in the program affected your attitude towards working with parents.

Working with people on the whole, has been one of the most enjoyable aspects of my adult and professional life. In addition it has been very motivating to see school professional staff & parents cooperate in a program geared to fulfilling the needs & potentials of the students reached by this Program.

3. What needs do you still see as necessary to meet in order to effect a good comprehensive program for these students?

Continued support from the school professional staff and parents will surely be an important factor in effecting a good comprehensive program for these students.

APPENDIX M

DECISION-MAKING MATERIALS

STUDENT QUESTIONNAIRE

School

IEY

Student's grade (circle) 7 8 9 10 11 12

Sex (circle)

Male

Female

DECISION-MAKING MATERIALS: STUDENT QUESTIONNAIRE

Please answer all the following statements. By doing so you will help us in evaluating the contribution of the Decision-Making materials to your school program and to you personally.

Answer numbers 1 - 18 by circling the answer that best describes your feelings about each statement. SA, A, U, D, and SD are found at the end of each statement. These letters correspond to the following:

SA = Strongly Agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly Disagree

Circle only one answer for each statement.

In numbers 19 and 20, circle the answer that best expresses your feelings. There are three parts to number 20, so circle one answer for each part.

Check only one answer for each statement.

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1. I like the Decision-Making materials.	(SA)	A	U	D	SD
2. The materials are interesting.	(SA)	A	U	D	SD
3. The materials contain valuable information.	SA	(A)	U	D	SD
4. Decision-Making has stimulated my thinking.	SA	(A)	U	D	SD
5. These materials have helped me develop a method of problem solving.	(SA)	A	U	D	SD
6. I have come to view myself as a person of more value than I had previously thought of myself.	SA	(A)	U	D	SD
7. I have grown in self-confidence.	SA	(A)	U	D	SD
8. I am less confused when I have to make a decision.	SA	(A)	U	D	SD
9. The materials were immediately useful to me.	SA	(A)	U	D	SD
10. What I have learned will be useful to me in the future.	(SA)	A	U	D	SD
11. I am now able to participate more in other classes.	(SA)	A	U	D	SD
12. I recommend the Decision-Making materials to all students.	(SA)	A	U	D	SD
13. Decision-Making should be offered as a part of the school's curriculum.	SA	(A)	U	D	SD
14. I find that I can now deal with problems I used to avoid.	SA	(A)	U	D	SD
15. I can now develop alternatives when faced with an important decision.	SA	(A)	U	D	SD
16. I now understand myself and my personal values better.	SA	(A)	U	D	SD
17. I am better able to set clear objectives for my future.	SA	(A)	U	D	SD
18. I have made better decisions since being exposed to the Decision-Making materials than I was able to make before being exposed to them.	SA	(A)	U	D	SD

APPENDIX N

STUDENT EVALUATION

EFFECT OF PROGRAM ON INDIVIDUAL STUDENTS

June 1, 1975

Project REACH
 Isaac E. Young Junior High School

STUDENT EVALUATIONDear Charles

Mr. Konoshima has approved the continuation of Project REACH for the 75-76 school year.

In addition we will be seeking funding. We need your assistance in designing Phase II of the Project.

Would you please answer the following questions for us.

1. Have you talked to friends about your experience in this program?

Yes

No

✓

2. Do you think this project has helped you thus far?

✓

3. What changes are there in your attitude about

Better

No Change

Worse

A. School

✓

B. Counselling

✓

C. Communication with parents

✓

D. Decision making skills

✓

E. Family

✓

F. Future

✓

G. What you want to be when you grow up.

✓

APPENDIX O

PARENT QUESTIONNAIRE ON WORKSHOP

May 23, 1975

Project REACH
Isaac E. Young Junior High School

WORKSHOP EVALUATION (Mr. Byrd)

	Very Helpful	Helpful	Little Help	Not Helpful
The workshop provided ways for you to understand				
I. Communication with your youngsters as follows:				
1. Active listening	✓			
2. Clear and honest sending			✓	
3. Respect for the needs of the other	✓			
4. Being open to new data	✓			
5. Firmness in your unwillingness to have it fail		✓		
6. Refusal to revert to Method I or II				
II. The workshop was helpful in providing you with better skills in communication with your youngsters.	✓			
III. The overall effectiveness of the workshop was	✓			
IV. The workshop was for you and your youngsters		✓		
1. Defining the problem				
2. Generating possible solution			✓	
3. Evaluating and test the various solutions		✓		
4. Deciding on a mutually acceptable solution			✓	
5. Implementing the solution				
6. Evaluating the solution				

APPENDIX P

PARENT QUESTIONNAIRE



CITY SCHOOL DISTRICT OF NEW ROCHELLE
515 NORTH AVENUE
NEW ROCHELLE, NEW YORK
10801

June 3, 1975

LARUTH GRAY, DIRECTOR
EDUCATIONAL SUPPORT CENTER

Dear

We hope that you've found it worthwhile to participate in what we feel is an exciting 3-year program --REACH.

I will be seeking funding possibilities over the summer. It would allow us to do many of the things for ourselves and the youngsters that we both feel important; e.g. career field trips, tutorials for foreign language, career and college counseling and some of the services that you, as parents, desire. In addition, our teaching staff is operating voluntarily in the evenings now; we might need to think of minimal compensation for time.

Mrs. Meeks is arranging for a working session next week to plan for next year. We hope to have parent representation present.

In order to help us, will you please fill out the enclosed evaluation form. A self-addressed envelope is provided for your convenience. Could you take a minute and return it as soon as possible?

I will return under separate cover the questionnaires I collected at the beginning of the program.

Looking forward to working with you and your youngsters next year...

Sincerely,

Laruth Gray
Evaluator
Project REACH

LRG:as - Encl.
cc: Dr. Richard Olcott
Dr. James R. Gaddy
Mr. M. Bookbinder
REACH Staff

June 5, 1975

Project REACH
Isaac E. Young Junior High School

Dear Parents,

Though the Program has been in existence only several months, we do plan to continue the program next year. We would like to observe if any difference has occurred this far.

Have you noticed any improvement in your youngster.

	Better	No Change	Worse
1. Attitude toward school?			
2. Attitude toward teachers			
3. Communication with Parents			
4. Attitude toward homework			
5. Academic functioning			
6. Decision Making Skills			

APPENDIX Q

FACULTY QUESTIONNAIRE

June 1, 1975

Project REACH
Isaac E. Young Junior High School

Dear Faculty Members:

_____ has been involved in Project REACH. The Project is a three year program, however, in the process of planning next year's program, we would like feedback from you as to _____'s performance in your class.

	Good	Fair	Poor	Good	Fair	Poor
1. Attitudes toward school						
2. Attitudes toward class						
3. Attitudes toward teachers						
4. Attitudes toward peers						
5. Class participation						
6. Academic functioning						
7. Plans for future						
8. Decision making skills						

BEST COPY AVAILABLE

APPENDIX R

STUDENT WORKSHOP: COMMUNICATION

By
Nena McMahon, Program Staff Member

Student Workshop

Topic: Communication

Aim: To get a better understanding of the communication process
To understand the importance of listening in communication
To practice listening

Activities:

- I. Have students discuss the definition of Communication
 - A. Sending and receiving messages
 - B. talking and listening
 - C. expression of fact and opinion
- II. What is necessary for communication to take place?
 - A.. Honesty
 - B. Openness - not hiding or distorting things
 - C. Willingness to listen
 - D. Face to face dialogue. Emphasize this through the "Telephone" or "Grapovine" game. Read the Article to one member of the group. He in turn whispers to the next person then the next person, etc. Last person reports what he heard to the group. Read the actual article. Were there differences?

"Just a Baby At 35 Pounds"

Miami, May3 - Romeo and Juliette became the proud parents today of a 35 pound daughter.

The 38-inch long baby was the first manatee to be born a Miami's Seaquarium and possibly the first "sea cow" to be conceived and born in captivity, officials said.

Juliette and Romeo have been Seaquarium residents for 18 years. Most of that time, they lived in a shallow canal.

III. Communicating without listening

Two teachers or students talk "at" each other on unrelated topics
i.e. Why school should end at 12:02 and why the Mats will win the pennant.
After the demonstration ask the group what was wrong with the communication.

IV. Listening takes effort. People must exert energy to listen and remember what others say in communicating

Demonstration: Have students make up story by giving the first sentence. Each person must add a sentence to the story but first he must repeat all the sentences that came before
and/ or

Describe yourself. Each student thinks of a word to describe himself.
e.g. tall John, Happy Harry, Strong Ed. Before a person gives his own name he must repeat all the names that came before.

V. Practising Listening in Discussion

Possible Subjects:

I would rather be an adult/ teenager. Why?

I would rather be the oldest or youngest child in the family. Why?

What punishment do you dislike most. Why?

When I become a parent I will raise my children differently?

Before a person may give his opinion he must summarize what the preceding speaker has said.

APPENDIX S

CORRESPONDENCE

December 11, 1974

300 Pelham Road
New Rochelle, New York 10805

Dr. Peggy Sanday
University of Pennsylvania
University of Museum
33rd and Spruce Streets
Philadelphia, Pennsylvania 19104

Dear Dr. Sanday,

I trust your year since Nova (this summer) has been productive.

I'm writing you to continue a dialogue we started this summer and to ask for your guidance and Help!

If you will remember, I talked this summer about a project that would help us "get at" the problem of low achieving and low aspirations among specific school populations. We not only need to try to implement school programs that make a difference, but need in some way to determine what it is at the conscious home and student level that causes certain attitudes about learning and achievement.

Specifically, will you help me or guide me in designing an instrument that will help me get at the interrogation process at the parent and student level.

I am enclosing the proposal sent to Nova and their response. I have full cooperation from central administration.

I am willing to come to Philadelphia (on a weekend) if that is necessary, or some Friday afternoon.

I am anxious to get moving, and hope in your busy schedule, you can find a little time for me.

Have a good holiday season!

Sincerely,

La Ruth Gray

La Ruth Gray

LG:br
Enc.

APPENDIX T

JACKSON STUDENT POLL

(Used for Pre-test; to be used for Post-Test
in April of '76 during Phase II of the Project)

STUDENT OPINION POLL (REVISED)¹

This is not a test. The answer to each question is a matter of opinion. Your true opinion, whatever it is, is the right answer. You will be asked a lot of questions about the school in which you are now studying. Wherever the words "school", "teacher", and "student" appear, they refer to this school, the teachers you have had while studying here, and your classmates in this school.

HERE IS AN EXAMPLE

Sample. In general I study
 SA. too little
 A. too much
 D. about the right amount

IF YOUR ANSWER IS (SA) "TOO LITTLE" YOU PRESS YOUR STYLUS ON THE BLACK RECTANGLE UNDER THE SAMPLE QUESTION NEXT TO THE LETTERS SA

Question	Sample	1	2
SA	☐	☐	☐
A	☐	☐	☐
D	☐	☐	☐
SD	☐	☐	☐

If your answer is (A) "too much" you press your stylus on the black rectangle next to the letter (A).

Only one answer for each question should be pressed.

Please read each statement carefully. You will not be able to change your response once you have pressed the black rectangle on the card. Be sure the number on your answer sheet is the same as the question number. Do not mark this booklet.

If you have any questions, raise your hand and you will be helped.

¹Lahaderne, Henriette M. and Jackson, Philip W, University of Chicago.

1. This school listens to parents' opinions
SA. too much
A. just enough
D. too little
2. The number of courses given in this school is
SA. too many
A. just about right
D. not enough
3. Although teachers differ in this school, most are,
SA. very good
A. good
D. fair
SD. poor
4. In some schools the principal sees and talks with the students often, while in other schools he rarely sees them. In this school the principal sees and talks with students.
SA. too often
A. just about the right amount
D. too little
5. The chance to say or do something in class without being called upon by the teacher is
SA. too little
A. too much
D. about right
6. The things that I am asked to study are of
SA. great interest to me
A. average interest to me
D. of little interest to me
SD. of no interest to me
7. Getting to know other kids in this school is
SA. easier than usual
A. about the same as in other schools
D. more difficult than usual
8. As preparation for High School, the program of this school is
SA. too tough
A. about right
D. too easy

9. The class material from year to year
SA. repeats itself too much; you learn the same material over and over.
A. repeats itself just enough to make you feel what was learned before helps you now
D. is so new that the things learned in the last grade do not help much in this one.
10. In this school the teachers' interest in the students' school work is
SA. too great
A. just about right
D. not great enough
11. When students in this school get bad grades, their classmates usually
SA. feel sorrier for them than they should
A. admire them more than they should
D. show the right amount of concern
12. Students in this school are
SA. too smart--it is difficult to keep up with them
A. just smart enough--we are all about the same
D. not smart enough--they are so slow I get bored
13. Most of the subjects taught in this school are
SA. very interesting
A. about average in interest
D. below average in interest
SD. dull and uninteresting
14. The teachers' interest in what the students do outside of school is
SA. too great
A. about right
D. too small
15. The student who shows a sense of humor in class is usually
SA. admired by the teacher more than he should be
A. punished by the teacher more than he should be
D. given about the right amount of attention
16. When teachers "go too fast," students do not know what is going on. In this school, most teachers teach
SA. too slowly
A. about right
D. too fast.

17. Students who are good in sports are respected by classmates
SA. more than they should be
A. less than they should be
D. neither more or less than they should be
18. The practice of competing against each other or of working together in this school
SA. leans too much toward competition
A. leans too much toward working together
D. is well balanced
19. On the whole, the things we study in this school
SA. are about right
A. should be changed a little
D. should be completely changed
20. The teachers I have had in this school seem to know their subject matter
SA. very well
A. quite well
D. fairly well
SD. not as well as they should
21. Students may work either by themselves or in groups. In this school we work in groups
SA. too often
A. just enough
D. too little
22. Students get along together in this school
SA. very well
A. about average
D. not too well
SD. very badly
23. The amount of "school spirit" at this school is
SA. more than enough
A. about right
D. not enough
24. On the whole the school pays attention to the things you learn from books
SA. too much
A. just enough
D. not enough

25. Teachers in this school seem to be
SA. almost always fair
A. generally fair
D. occasionally unfair
SD. often unfair
26. The things we do in class are planned
SA. so badly that it is hard to get things done
A. so well that we get things done
D. so completely that we hardly ever get to do what we want
27. Our seats in class
SA. change too much; we can never be sure where we will sit and who will sit next to us
A. change about the right number of times
D. never change; we stay in the same place all year
28. The students who receive good grades are
SA. liked more than they should be by their classmates
A. disliked more than they should be by their classmates
D. neither liked nor disliked more than they should be
29. In this school the teachers' interest in the students' school work is
SA. just about right
A. not great enough
D. too great
30. In my opinion, student interest in social affairs, such as clubs, scouts, and the "Y" is
SA. too great
A. about right
D. too little
31. In general the subjects taught are
SA. too easy
A. about right in difficulty
D. too difficult
32. When students need special attention, teachers in this school are
SA. always ready to help
A. generally ready to help
D. ready to help if given special notice
SD. ready to help only in extreme cases.

33. The ability of the teachers in this school to present new material seem to be
SA. very good
A. good
D. average
SD. poor
34. In general, students in this school take their studies
SA. too seriously
A. not seriously enough
D. just about right
35. In this school teachers seem to teach
SA. too many things that are not useful to us now
A. too many things that are useful to us now but not later
D. both things that are useful now and can be useful later
36. When it comes to grading students, teachers in this school are generally
SA. too "tough"
A. just "tough" enough
D. not "tough" enough
37. The student who acts differently in this school is likely to find that most students
SA. dislike him for being different
A. do not care whether or not he is different
D. like him for being different
38. In my opinion, students in this school pay attention to their looks and clothes
SA. too much
A. about right
D. too little
39. In general, teachers in this school are
SA. very friendly
A. somewhat friendly
D. somewhat unfriendly
SD. very unfriendly

40. In general, I feel the grades I received in this school were
- SA. always what I deserved
 - A. generally what I deserved
 - D. sometimes what I did not deserve
 - SD. frequently what I did not deserve
41. Teaching aides such as films, radio, and the like are used
- SA. more than they should be
 - A. as much as they should be
 - D. less than they should be
42. Memory work and the learning of important facts are
- SA. stressed too much
 - A. used about right
 - D. not stressed enough
43. In some classes the teacher is completely in control and the students have little to say about the way things are run. In other classes the students seem to be boss and the teacher contributes little to the control of the class. In general, teachers in this school seem to take
- SA. too much control
 - A. about the right amount of control
 - D. too little control
44. Some schools hire persons in addition to teachers to help students with special problems. In my opinion, this type of service in this school is
- SA. more than enough--it is often forced upon us
 - A. enough to help us with our problems
 - D. not enough to help us with our problems
45. When a new-comer enters this school, chances are that other students will
- SA. welcome him
 - A. ignore him
 - D. dislike him
46. Homework assignments in this school usually
- SA. help us to understand
 - A. have little to do with what we learn in class
 - D. are just "busy work"

47. In general, teachers in this school pay
- SA. too much attention to individual kids and not enough to the class as a whole
 - A. not enough attention to individual kids and too much to the class as a whole
 - D. about the right attention to individual kids and to the class as a whole
48. In general, my feelings toward school are
- SA. very favorable--I like it as it is
 - A. somewhat favorable--I would like a few changes
 - D. somewhat unfavorable--I would like many changes
 - SD. very unfavorable--I frequently feel that school is pretty much a waste of time
49. In this school the teachers' interest in the students' school work is
- SA. not great enough
 - A. too great
 - D. just about right.

APPENDIX U

DISTRICT-WIDE READING CARD

Middle

Date of Birth	School
1900	1900
1901	1901
1902	1902
1903	1903
1904	1904
1905	1905
1906	1906
1907	1907
1908	1908
1909	1909
1910	1910
1911	1911
1912	1912
1913	1913
1914	1914
1915	1915
1916	1916
1917	1917
1918	1918
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2041	2041
2042	2042
2043	2043
2044	2044
2045	2045
2046	2046
2047	2047
2048	2048
2049	2049
205	

NEW ROCHELLE CITY SCHOOLS, NEW ROCHELLE, N. Y.
INDIVIDUAL READING RECORD

[illegible]

Additional Instruction and Information

Standardized Achievement Tests				LD - Speech - Tutor - ESL - Learning Ctr - Health Handedness L.R.			
Grade	Date	Test	Results	Reading Lab.			
K		Murphy-Durrell Reading Readiness Analysis	_____ Stanine	Remedial Developmental Enrichment Teacher	Rem. Dev. Enr.		
1		Achievement Test		Dates Teacher			
2		Achievement Test		Rem. Dev. Enr.			
3		Achievement Test		Dates Teacher			
3		New York State Reading Test	_____ Stanine	Rem. Dev. Enr.			
4		Achievement Test		Dates Teacher			
5		Achievement Test		Rem. Dev. Enr.			
6		Achievement Test		Dates Teacher			
6		New York State Reading Test	_____ Stanine	Rem. Dev. Enr.			

Date

Teacher

Date

Teacher

GRADES 1-6
INDICATE SPECIFIC WEAKNESSES

K			1	2	3
Check Needs V		Basic Instructional Materials Include Reading Level			
Gross Motor					
Visual Motor					
Listening Skills		Informal Reading Inventory Date Given			
Letter Names		Instructional Level			
a. Lower Case		Criterion-Referenced Evaluation			
b. Capitals					
Letter Sounds		Diagnoses of Needs			
Rhyming		Letter Name Knowledge			
Following Directions		Sight Words			
Expressive Language		Consonants Blends Digraphs			
Interest in Books		Vowels			
If Reading, Approximate Level		Structural Analysis			
		Syllabication			
Basic Instructional Materials		Comprehension Literal Interpretive Critical Vocabulary			
		Supplemental Materials			
Teacher			257		

TEACHERS' COMMENTS ON READING PERFORMANCE AND SPECIAL INTERESTS

K

4

Date:

1

Teacher:

Date:

5

Teacher:

258

Date:

2

Teacher:

Date:

6

Teacher:

Date:

3

Teacher:

Date:

Special recommendations for 7th Grade:

Teacher:

Date:

Teacher:

Date:

Teacher:

APPENDIX V

SUGGESTED SUMMER ACTIVITIES FOR FAMILIES



CITY SCHOOL DISTRICT OF NEW ROCHELLE
815 NORTH AVENUE
NEW ROCHELLE, NEW YORK
10801

June 13, 1975

LARUTH GRAY, DIRECTOR
EDUCATIONAL SUPPORT CENTER

Dear Parents and Student,

As promised, I'm enclosing a list of suggest
summer activities for the family. I hope I've shared
at least one thing each of you might enjoy.

Hope you will come back enthusiastic about one
of the activities and will share with the group.

Enjoy!!

La Ruth Gray, Evaluator
Project REACH

LRG:sa
encl.

SUGGESTED SUMMER ACTIVITIES FOR MEMBERS OF PROJECT
R E A C H

June, 1975

1. READ TOGETHER PROGRAM - Fathers encouraged to share a favorite article, book or piece with family for discussion at dinner table.
2. WEEKLY FAMILY TALK-OUT - Encourage families to provide for an informal seminar at dinner or breakfast table once a week when entire family is present. Each member of the family given the opportunity to share a positive happening for the week as well as a negative. Family discusses each, providing group support.
3. WORD FOR THE DAY - Each member of the family takes turns in placing in an appropriate spot in the home for all to see "Word for Today." Other members of the family to determine meaning of the word. (Family might set up a reward system of its own, if it desires.)
4. HOBBY CONSCIOUS RAISING - Each member probes deeper his/her present hobby and encourages other members to share or engage in new ones.
5. FAMILY OUTINGS - These are suggested inexpensive Sunday (Saturday) outings that the entire family can enjoy.

The Hispanic Society of America
Broadway and 155th Street

Permanent exhibition of Spanish art representative of the culture of the Iberian peninsula from prehistoric times to the present.

Open Tuesday thru Saturday from 10 A.M. to 4:30 P.M.
2 P.M. to 5 P.M. Sunday - Closed Monday.

The Jewish Museum
Fifth Avenue and 92nd Street

Jewish ceremonial objects from all over the world. Also paintings, sculptures, ceramics.

Open Monday thru Thursday 1 P.M. to 5 P.M. Sunday 11 to 6.
Free.

Museum of Early American Folk Arts
49 West 53 Street

Folk and Primitive Art of America. Sculpture, painting, arts and crafts from different periods and places.

Open daily except Monday from 10:30 A.M. to 5:30 P.M.
Admission: 25¢

SUGGESTED SUMMER ACTIVITIES FOR MEMBERS OF PROJECT

R E A C H

June, 1975

The Metropolitan Museum of Art
Fifth Avenue 82 Street

permanent collection of arts of the world. Largest in the United States. Gallery talks and childrens' museum.

Open Tuesday thru Saturday 10 A.M. to 5 P.M.

Sunday and Holidays 1 to 5 P.M. Closed Monday.

Admission: Contribution.

Museum of Modern Art
11 West 53rd Street

Contemporary paintings, sculpture, prints, industrial designs. Outdoor sculpture garden. Repertory of moving picture history with daily showings.

Open daily from 11 A.M. to 6 P.M. Sunday from 1 P.M. to 7 P.M.

Admission: Adults 95¢, children 25¢.

The United States Military Academy
West Point, New York

Open to the public from April 15 to November 15, Children from the age of 8. Museum, barracks, library, grounds and chapels.

Franklin D. Roosevelt Home and Library
Hyde Park, New York

Museum and home open to the public daily. Great collection memorabilia of the president and his family.

The Vanderbilt Mansion
Hyde Park, New York

Magnificent home and grounds of the fabulously wealth members of the Vanderbilt family. A short distance from the Roosevelt home.

Mystic Seaport Museum
Mystic, Connecticut

The reconstruction of an entire seaport and village of

SUGGESTED SUMMER ACTIVITIES FOR MEMBERS OF PROJECT

R E A C H

June, 1975.

the mid 19th century. A large collection of sailing ships of the period, can be boarded, plus shops, buildings and museum.

WILDCLIFF MUSEUM
Wildcliff Road, New Rochelle

Permanent exhibits, mini-farm, aquarium, terrarium and minerals. Guides available.

Open all year Monday to Thursday, 9:30 A.M. to 5 P.M.

WEINBERG NATURE CENTER
455 Mamaroneck Road, Scarsdale

Woods, orchards, meadows, museum and display room.

Open all year, Monday to Friday 9 A.M. to 5 P.M. Sunday 1 to 5. Trail Hours 8 A.M. to sunset.

Free: apointment necessary.

EDWIN GOULD OUTDOOR EDUCATION CENTER 279 9237
RFD #3, Gage Road, Brewster, N.Y. 10509

Weather study, art, poetry, nature, topography, maple sugaring and farm demonstrations. Speakers and literature available.

TEATOWN LAKE RESERVATION
Spring Valley Road, Ossining, N.Y. 10562

Part of the Brooklyn Botanical Gardens.
Open all year Tuesday to Saturday 9 A.M. to 5 P.M.
Make appointment a month ahead. 50¢ a child.

WARD POUND RIDGE RESERVATION
Cross River, New York

Camping: excellent facilities.

Museum, trails, arboretum, picnic grounds. Guide available for trail walking.

RYE NATURE CENTER
73 Post Road, Rye

967 - 1549

SUGGESTED SUMMER ACTIVITIES FOR MEMBERS OF PROJECT

R E A C H

June, 1975.

Nature trails, ecology, trees, plants and animals.
1 hour guided tour.

THE CLOISTERS
Fort Tryon Park

A branch of the Metropolitan Museum of Art. Devoted to medieval art and architecture. The collection includes sculpture, tapestries, stained glass, precious metal work, frescoes and mosaics.

Open Tuesdays thru Saturdays from 10 A.M. to 5 P.M.
Sundays and Holidays 1 P.M. to 5 P.M. Closed Monday.
Free.

MUSEUM OF CONTEMPORARY CRAFTS
29 West 53 Street

Changing exhibits of ceramics, textiles, metalwork, woodwork, enameling and furniture from America and abroad.

Open Tuesday thru Saturday from 12 to 6 P.M. Sun. 2 to 6
Free.

THE FRICK COLLECTION
5th Avenue and 70 Street

Magnificent collection of paintings, sculpture, furniture, drawings and prints in the former home of Henry Clay Frick.

Open Tuesday to Saturday 10 A.M. to 5 P.M. Sunday and
holidays 1 P.M. to 5 P.M. Closed Monday.
Free.

GALLERY OF MODERN ART
Columbus Circle

Permanent Collection and changing exhibits.

Open Tuesday to Sunday from 12 noon to 8 P.M. Closed Monday.
Admission: Children 75¢, Adults \$1.00

THE GUGGENHEIM MUSEUM
88 and 89 Street and 5th Avenue

Twentieth century foreign and American paintings, sculptures and graphic arts.

Open Tuesday thru Saturday 10 A.M. to 6 P.M. Closed Monday.
Admission: 50¢ over the age of 6.

SUGGESTED SUMMER ACTIVITIES FOR MEMBERS OF PROJECT

R E A C H

June, 1975

CIRCLE LINE SIGHTSEEING CRUISE
Hudson River and 43 Street (pier 83)

Magnificent cruise around New York Island with all the
sites pointed out. 3 hours. April to October.
Children \$1.25 - Adults \$3.00 - Special group rates.

STERLING FOREST GARDENS
Tuxedo, New York - Rte 210

Beautiful gardens with water features, plantings, exotic
orchards and animals. Different in each season.

Picnicing available.